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ABSTRACT

This self-diagnosis inventory for social studies teachers is intended to help teachers analyze and evaluate their social studies programs and practices in terms of recent findings in order that teachers, departments, and schools may better establish explicit priorities for efforts to improve classroom instruction. The inventory is designed to reveal gaps between practice and theory. It consists of several programmed sections constructed around a series of statements about social studies education to which the user is asked to respond. This system makes it possible for the user to compare his views and his program with those of social studies education researchers and curriculum developers. A bibliography provides information about resources cited in the inventory. Related documents are SO 006 451-SO 006 454. (SHM)

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social studies teacher self-diagnosis inventory

MARIN SOCIAL STUDIES PROJECT

ED 084175

SOCIAL STUDIES TEACHER SELF-DIAGNOSIS INVENTORY

A Self-Investigation Designed to Establish Priorities for Change Within Social Studies Education

by

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INTRODUCTION TO SOCIAL STUDIES TEACHER SELF-DIAGNOSIS INVENTORY

Professional literature appeals to social studies educators to make immediate, drastic changes in curricula. A common prediction is that if professional educators don't soon take the lead in making changes, someone else will. There are a good many people waiting in the wings--including revolutionary students, right-wing political groups, and little old ladies in tennis shoes--and unless educators deliver, they are going to be upstaged by those anxious to get into the act. That means that teachers, particularly, are going to have to become very knowledgeable, and very active, in a very short period of time.

Prospects for needed change are limited by inadequate time and resources. And yet the educational establishment is held increasingly accountable for what it does or does not accomplish.

The normal demands on teachers make it difficult for most to find out what's going on at research centers, at curriculum projects, and even in other classrooms. That is unfortunate, because some very exciting ideas have resulted in some very promising innovations. This self-diagnosis inventory is designed to help teachers make some initial discoveries about recent developments. This is done by helping teachers, individually and collectively, analyze and evaluate their social studies programs and practices in terms of recent findings. Such an evaluation would help teachers, departments, and schools establish explicit priorities for their efforts to improve classroom instruction.

The teacher self-diagnosis inventory is designed to reveal gaps between practice and theory. It consists of a set of claims to which

the user is asked to respond. Because there is considerable agreement among theorists regarding the validity or invalidity of the various claims, the system makes it possible for the user to compare his views and his program with those of social studies education researchers and curriculum developers. Having identified these gaps the teacher is directed to appropriate resources. These can help him begin a reeducative program for change by improving his social studies instruction in a minimum amount of time with the smallest expenditure of effort.

SECTION I

CONDUCTING THE TEACHER SELF-DIAGNOSIS

The teacher self-diagnosis inventory consists of several programmed sections. It is constructed around a series of statements, or claims, about social studies education. Mark each claim either "true" or "false." That initial response will then be analyzed by three multiple choice questions which seek to determine (1) how much you know about the claim, (2) your level of commitment to the claim, and (3) the extent to which the claim is reflected in practice in your classroom. There are, then, including the true/false portion, four questions for each claim: A (true/false), B (knowledge), C (commitment), and D (practice).

Question A requires a response of either true or false. You may have difficulty answering either true or false to some of the questions. If you do, flip a coin! Should that occur, don't be concerned; you will have a chance to explain your uncertainty on the remaining three questions (B,C,D). Those three multiple choice questions (B,C,D) are crucial in that they are designed to make your position regarding the claim more explicit by showing your knowledge of the claim, your commitment to the claim, and the extent to which the claim is reflected in practice in your classroom.

All four questions and multiple responses to each question are on the Master Question Sheet, page 5. Remove it from the booklet. Read the questions and the possible responses. As you read these, keep in mind that you will be using this set of questions and responses for every claim. Following are two sample claims. The first one

(Sample Claim #1) is an example of a completed claim. The second one (Sample Claim #2) is for you to experiment with.

Sample Claim #1: Social studies is the social sciences simplified for pedagogical purposes.

Sample answer:

A. False B. 2 C. 2 D. 1

Sample Claim #2: Social studies should not be instituted in the curriculum until the fourth grade.

Sample answer:

A. _____ B. _____ C. _____ D. _____

Additional information about the various responses to the four questions is given on pages 6-8. When you feel you clearly understand the differences between response levels you are ready to begin the self-diagnosis.

(Remove this page from the booklet.)

MASTER QUESTION SHEET

Use this question sheet with each claim.

A. The claim is True/False.

B. The reason for my answer in Question A is based upon how much I know about it. In this context I can say

0. I lean that way, although I know absolutely nothing about it.

1. I read it or was told it.

2. I have spent some time, rather informally, thinking about it.

3. I have thought about it and talked to others about it.

4. I arrived at my answer after considering several divergent ideas.

5. Having examined the research and evidence on this question in great depth, I reached this conclusion because I was unable to marshal enough evidence to accept the antithesis.

C. I am committed to my answer in Question A to the degree that I can say

0. It is a totally new idea.

1. I am aware that others have made similar statements.

2. I would discuss my position with fellow faculty members if they asked how I felt.

3. I would be willing to discuss my position with individual parents.

4. I would vigorously defend the truth of my answer before "superiors" when they take the opposite position.

5. I would be prepared to teach according to my claim position despite administrative and/or board of education and/or community directives to the contrary.

D. In actual practice, my belief about the claim

0. Has never affected my classroom activities.

1. Has only incidentally affected my classroom activities.

2. Is something I've thought about, but only rarely affects my classroom activities.

3. Is occasionally reflected in my classroom activities.

4. Is a consideration which affects my classroom activities at least half the time.

5. Is a guiding principle in all my classroom activities.

An interpretation of multiple choice Question B - Knowledge

The reason for my answer in Question A (whether the claim is true or false) is based upon how much I know about it. In this context I can say

0. "I lean that way, although I know absolutely nothing about it."

   This level of response says that you answered this question on the basis that the claim was entirely new to you, though the position you took somehow weighed the most reasonable.

1. "I read it or was told it."

   This level of response indicates that at one time you passively read or heard the position you took regarding the claim.

2. "I have spent some time, rather informally, thinking about it."

   This answer says that you have let the claim spin around in your head, though not to the extent that you have seriously tried to analyze it or tear it apart--you have basically accepted it without formally investigating it.

3. "I have thought about it and talked to others about it."

   By this level of response you say that you have been engaged in an examination of the claim--though limited--by discussing it with other persons.

4. "I arrived at my answer after considering several divergent ideas."

   You are saying that you have undertaken a rather concerted investigation and the result is a high level of cognition about the claim.

5. "Having examined the research and evidence on this question in great depth, I reached this conclusion because I was unable to marshal enough evidence to accept the antithesis."

   By declaring oneself at this level it requires that you have done prolonged investigation of the claim and after examining all available evidence which bears on it, you have determined that this position is the only warrantable one.

An interpretation of multiple choice Question C - Commitment

I am committed to my answer in Question A (whether the claim is true or false) to the degree that I can say

0. "It is a totally new idea."

   This response means that you cannot recall the statement of the claim nor its antithesis.

1. "I am aware that others have made similar statements."

   By this response you indicate an awareness of the claim, but have very little--if any--commitment to the position you took. You would be as willing to be committed to the opposite position if the evidence for that position were presented.

2. "I would discuss my position with fellow faculty members if they asked how I felt."

   At this point you are saying that you would be prepared to enter into a dialogue with peers if they initiated such a dialogue, but the commitment or strength of feeling about the position taken on the claim has not been high enough to ask another about the claim.

3. "I would be willing to discuss my position with individual parents."

   If a challenge were made to your position on the claim by an individual parent, the user who answers at this level is saying that he would be willing to discuss the validity of the claim in the comparative security of a one-to-one informal circumstance.

4. "I would vigorously defend the truth of my answer before 'superiors' when they take the opposite position."

   At this level you are saying that there is a strong commitment to your position on the claim. The commitment is strong enough to challenge administrators or the board or a group of parents or any others perceived as superiors or potential superiors who said your position was wrong.

5. "I would be prepared to teach according to my claim position despite administrative and/or board of education and/or community directives to the contrary."

   This level indicates total commitment. You are so sure of the soundness of your position and the claim's importance that you would be prepared to put your job in jeopardy for its execution.

An interpretation of multiple choice Question D - Practice

In actual practice, my belief about the claim (whether the claim is true or false)

0. "Has never affected my classroom activities."

   You have viewed the claim as totally unimportant to your classroom, either because of a lack of knowledge, a lack of resources, or because it is otherwise completely irrelevant to your classroom circumstances.

1. "Has only incidentally affected my classroom activities."

   At this level the indication is that the implications directed by your position on the claim may have happened, though not because they were planned. There has been no preconceived attempt to ever have the claim carried out in the classroom.

2. "Is something I have thought about, but only rarely affects my classroom activities."

   This level of response suggests that your position on the claim has been consciously considered and then enacted only infrequently in your classroom. The important point is that it has been planned and then carried out; it didn't "just happen."

3. "Is occasionally reflected in my classroom activities."

   This differs from response number two in that it is not a rare occurrence. It may occur an average of once or twice a week.

4. "Is a consideration which affects my classroom activities at least half the time."

   This response indicates that your belief plays a major role in shaping classroom activities.

5. "Is a guiding principle in all my classroom activities."

   A response at this level indicates that your belief has exceptional importance for what happens in your social studies classes.

Remove the Answer Sheet, page 9, from the booklet. Follow the directions given on that page.

(Remove this page from the booklet.)

ANSWER SHEET

Answer each question (A,B,C,D) about each of the several social studies claims, pages 11-13. A summary of the directions is included on page 10.

1.	A. _____	B. _____	C. _____	D. _____	17.	A. _____	B. _____	C. _____	D. _____
2.	A. _____	B. _____	C. _____	D. _____	18.	A. _____	B. _____	C. _____	D. _____
3.	A. _____	B. _____	C. _____	D. _____	19.	A. _____	B. _____	C. _____	D. _____
4.	A. _____	B. _____	C. _____	D. _____	20.	A. _____	B. _____	C. _____	D. _____
5.	A. _____	B. _____	C. _____	D _____	21.	A. _____	B. _____	C. _____	D. _____
6.	A. _____	B. _____	C. _____	D. _____	22.	A. _____	B. _____	C. _____	D. _____
7.	A. _____	B _____	C. _____	D. _____	23.	A. _____	B. _____	C. _____	D. _____
8.	A. _____	B. _____	C. _____	D. _____	24.	A. _____	B. _____	C. _____	D. _____
9.	A. _____	B. _____	C. _____	D. _____	25.	A. _____	B. _____	C. _____	D. _____
10.	A. _____	B. _____	C. _____	D. _____	26.	A. _____	B. _____	C. _____	D. _____
11.	A. _____	B. _____	C. _____	D. _____	27.	A. _____	B. _____	C. _____	D. _____
12.	A. _____	B. _____	C. _____	D. _____	28.	A. _____	B. _____	C. _____	D. _____
13.	A. _____	B. _____	C. _____	D. _____	29.	A. _____	B. _____	C. _____	D. _____
14.	A. _____	B. _____	C. _____	D. _____	30.	A. _____	B. _____	C. _____	D. _____
15.	A. _____	B. _____	C. _____	D. _____	31.	A. _____	B. _____	C. _____	D. _____
16.	A. _____	B. _____	C. _____	D. _____	32.	A. _____	B. _____	C. _____	D. _____

Summary directions for conducting the teacher self-diagnosis inventory.

1. Read each claim carefully. The claims generally concern social studies in the classroom.

2. Complete one claim on all four dimensions before proceeding to the next claim.

3. On the Answer Sheet (page 9), there are spaces for your answers to each claim. In each case your answers are to correspond to the Master Question Sheet (page 5) accompanying the set of claims.

4. Respond to Question A on the basis of your understanding of that particular claim. Each claim demands a forced response (the claim must be answered as either true or false).

5. In Question B your answer is a refinement of your response to Question A. Be sure that your response on this question concerns how much you know about the position you have taken on the claim.

6. Question C follows the same procedure outlined in direction 5 except that you are to answer the question on your commitment to the position you have taken on the claim.

7. Question D requires the same procedure outlined in direction 5 except that you are to indicate the extent to which your belief about the claim affects your teaching practice.

8. Take plenty of time answering the questions; the scores should be as accurate a reflection of you and your teaching as possible.

9. Return the Master Question Sheet (page 5) to the booklet when all claims have been completed.

SOCIAL STUDIES CLAIMS

1. Claim: Most existing social studies programs are adequate--they do what needs to be accomplished.

2. Claim: To provide for survival in a world worth surviving in is the only defensible rationale for social studies education.

3. Claim: There are legitimate alternatives to placing emphasis on subject matter content in social studies.

4. Claim: Social studies is that portion of the curriculum the purpose of which is to make the learner more rational about human behavior and social interaction.

5. Claim: Children are by their very nature inquirers; schools encourage this development.

6. Claim: Productive classrooms find students involved in a problem, making use of data, and employing the intellectual tools which help them effectively deal with the problem.

7. Claim: The most appropriate teacher questions in social studies classrooms are those which help learners ask better questions.

8. Claim: When students apply the findings of an investigation to specific problems, supporting their positions with analyses, predictions, and prescriptions, they operate at higher cognitive levels.

9. Claim: The formal curriculum should be responsive to the immediate concerns and interests of students.

10. Claim: Social studies should insure that students are provided with opportunities to observe and become actively engaged in the affairs of the community.

11. Claim: A prime purpose of social studies is to develop students who can make critical analyses of enduring and pervasive social issues.

12. Claim: Social studies should allow each student to arrive at value judgments by his own method.

13. Claim: The development of self-actualizing individuals is a proper goal for social studies education.

14. Claim: Teachers must encourage individuality and diversity in their students if they are to be creative, autonomous learners.

15. Claim: Students should not fail a social studies class.

16. Claim: Teaching modifies behavior.

17. Claim: Teachers should let their own individual styles and personalities be the prime determinants of how they teach.

18. Claim: Teachers should use those learning activities and teaching strategies which research indicates result in instructional improvements.

19. Claim: All social studies courses must fit an articulated K-12 scope and sequence established for the curriculum.

20. Claim: Each lesson must be justified in terms of its contribution to the larger rationale of the curriculum.

21. Claim: Of all curriculum areas it is least productive for social studies to establish learning objectives that describe desired student competencies in specific terms.

22. Claim: A step-by-step task analysis of appropriate learning activities is requisite to effective lessons.

23. Claim: If students are learning, motivation takes care of itself.

24. Claim: Current emphasis on the study of the past should be replaced by a new emphasis on a study of the future.

25. Claim: The proposed California State Social Sciences Framework places its major emphasis on specified subject matter areas.

26. Claim: Social studies should teach students how to make use of raw social science data, e. g., original documents.

27. Claim: Simulation and role-playing learning experiences lend a dimension of understanding to social problems virtually impossible to achieve through purely disinterested intellectual analysis.

28. Claim: Students are typically unable to perform certain types of cognitive tasks until rather late in their development (e.g., no historical understanding until high school years, no hypothesis formation of abstract relationships until sixth grade).

29. Claim: The acquisition of basic concepts is fundamental if social studies learning is to be cumulative.

30. Claim: Social studies curricula should teach students to distinguish between data, concepts, generalizations, hypotheses, and prescriptions as they are developmentally able to make those distinctions.

31. Claim: In contrast to traditional methods, inductive and inquiry teaching strategies reduce the number of teacher-student and student-student interactions and transactions.

32. Claim: Evaluation data collected from peers, students, parents, and administrators about the performance of every teacher should be made available to the entire faculty.

*Return the Master Question Sheet (page 5) to its original place in the booklet when you have completed all claims.

When you have completed A, B, C, and D for all claims,

GO RIGHT ON.

SECTION II

SCORING THE SOCIAL STUDIES CLAIMS

Scoring Key for Question A:

Line up your Answer Sheet (page 9) with the key below. Use the scoring key to correct each claim. Draw a red slanting line through each incorrect response.

1. A.	F	17. A.	F
2. A.	T	18. A.	T
3. A.	T	19. A.	T
4. A.	T	20. A.	T
5. A.	F	21. A.	F
6. A.	T	22. A.	T
7. A.	T	23. A.	T
8. A.	T	24. A.	T
9. A.	T	25. A.	F
10. A.	T	26. A.	T
11. A.	T	27. A.	T
12. A.	F	28. A.	T
13. A.	T	29. A.	T
14. A.	T	30. A.	T
15. A.	T	31. A.	F
16. A.	T	32. A.	T

For scoring questions B, C, and D

GO RIGHT ON.

Scoring answers to Questions B, C, and D:

Now you are ready to correct Questions B, C, and D for each claim. By correcting your response to Question A, you were able to tell whether you are in basic agreement or disagreement with researchers and theoreticians. Correcting responses to Questions B, C, and D will reveal the extent of disagreement.

To compute the disagreement, two steps are necessary:

1. Place a plus (+) sign immediately in front of the numbered responses to Questions B, C, and D if you answered Question A correctly.

   Sample Claim #1 (see page 4):

   A. False B. +2 C. +2 D. +1

   The correct response to Question A, Sample Claim #1, is false. Therefore a positive sign (+) is placed in front of all three numbered responses.

2. Place a minus (-) sign immediately in front of the numbered responses to Questions B, C, and D if you answered Question A incorrectly.

   Sample Claim #2:

   A. True B. -4 C. -3 D. -2

   The correct answer to Question A, Sample Claim #2, is false. Therefore a negative sign (-) is placed in front of all three numbered responses.

Plotting your answers on the profile graph.

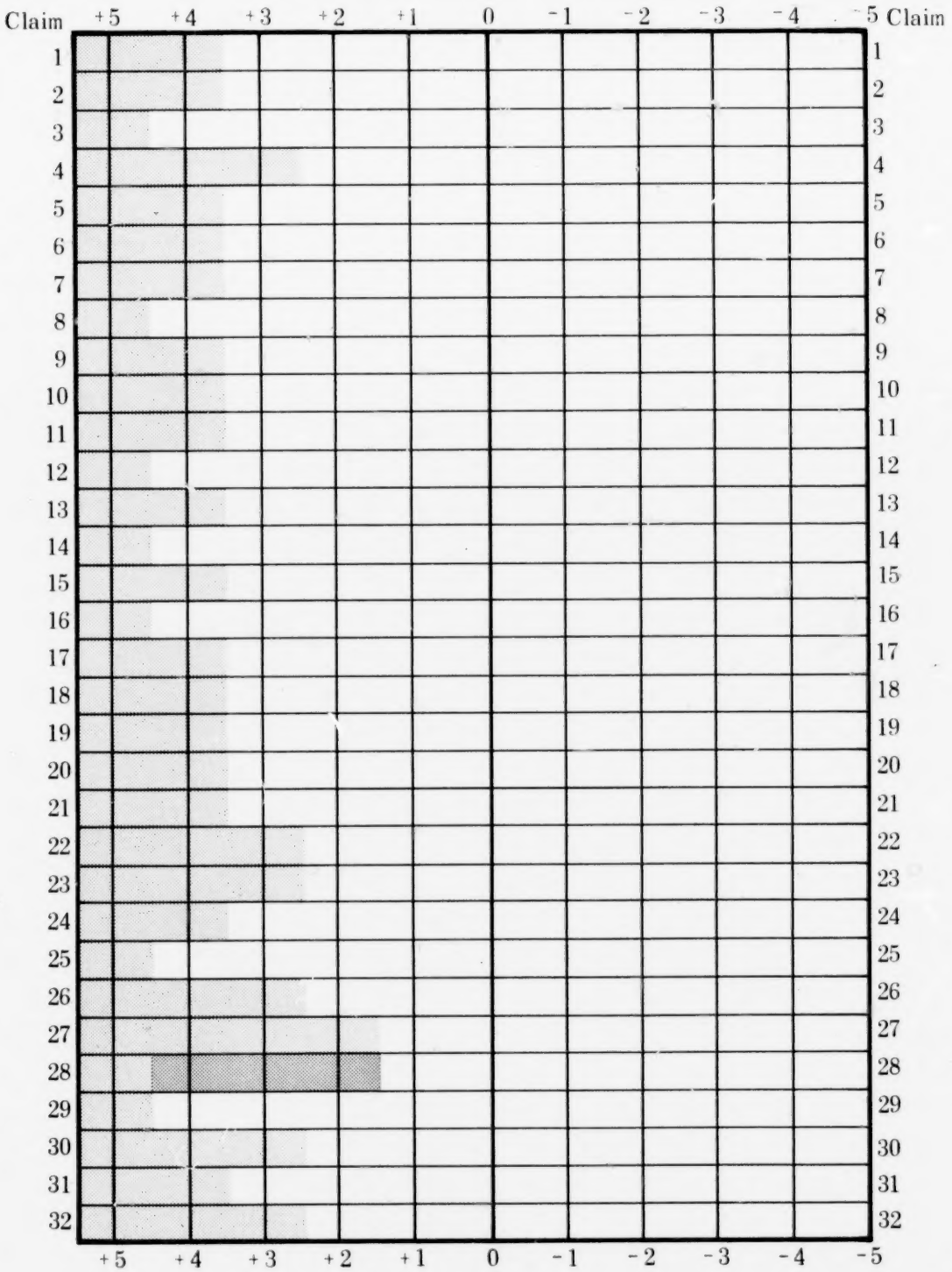
Immediately following this page there are three "profile scoring sheets." Page 17 enables you to plot the knowledge scores (B) from the Answer Sheet. Page 18 is for plotting the commitment scores (C). Page 19 is for plotting the practice scores (D).

Place an X at the point on the profile scoring sheets indicated by the number you have for the item.

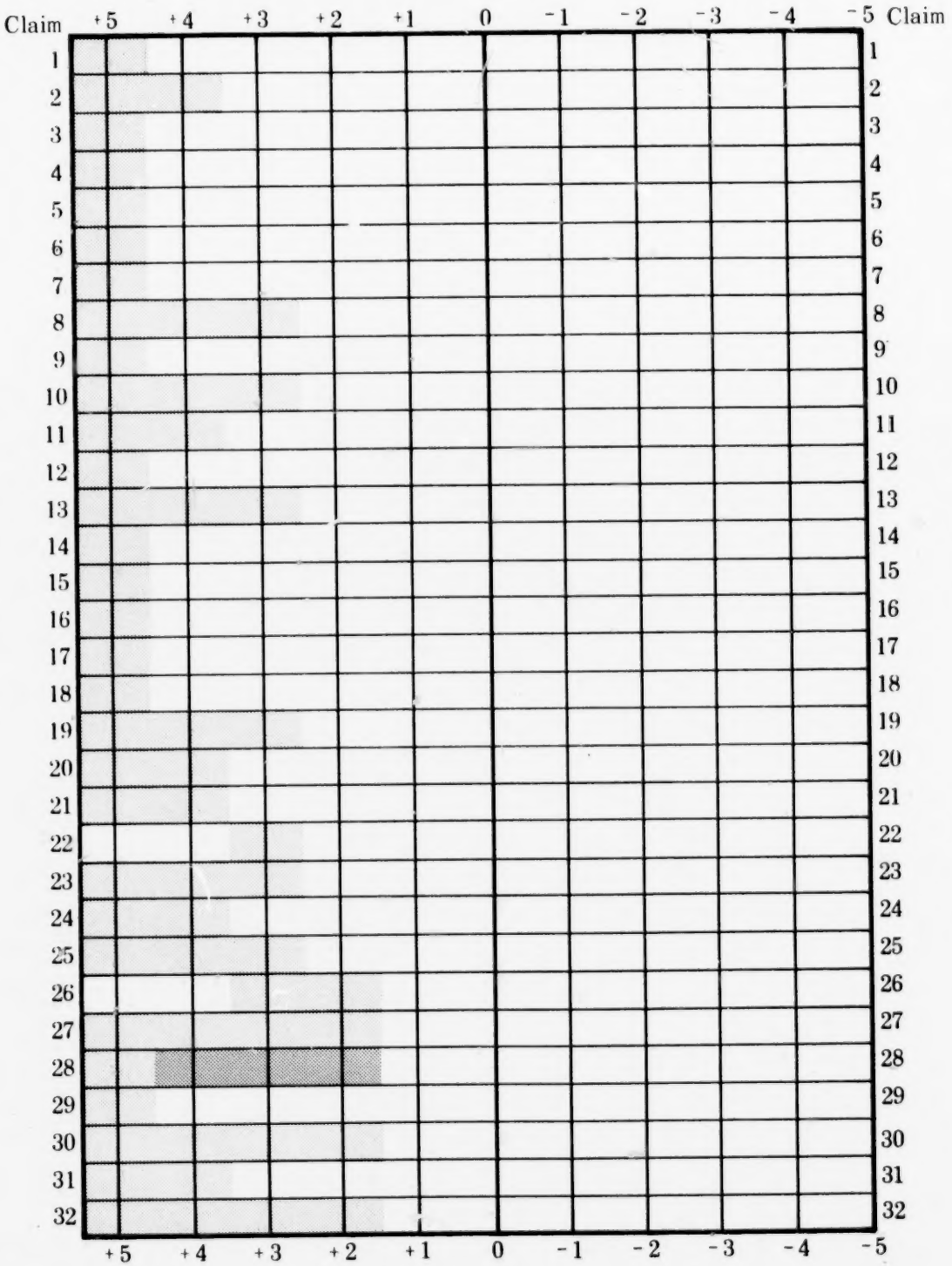
Positive scores (i.e., correct answers on Question A) are plotted to the left of the midline (0). Negative scores (incorrect answers on Question A) are plotted to the right of the midline (0).

Using the same procedure, plot your commitment answers on page 18. Follow the same procedure as you plot your answers for classroom practice on page 19.

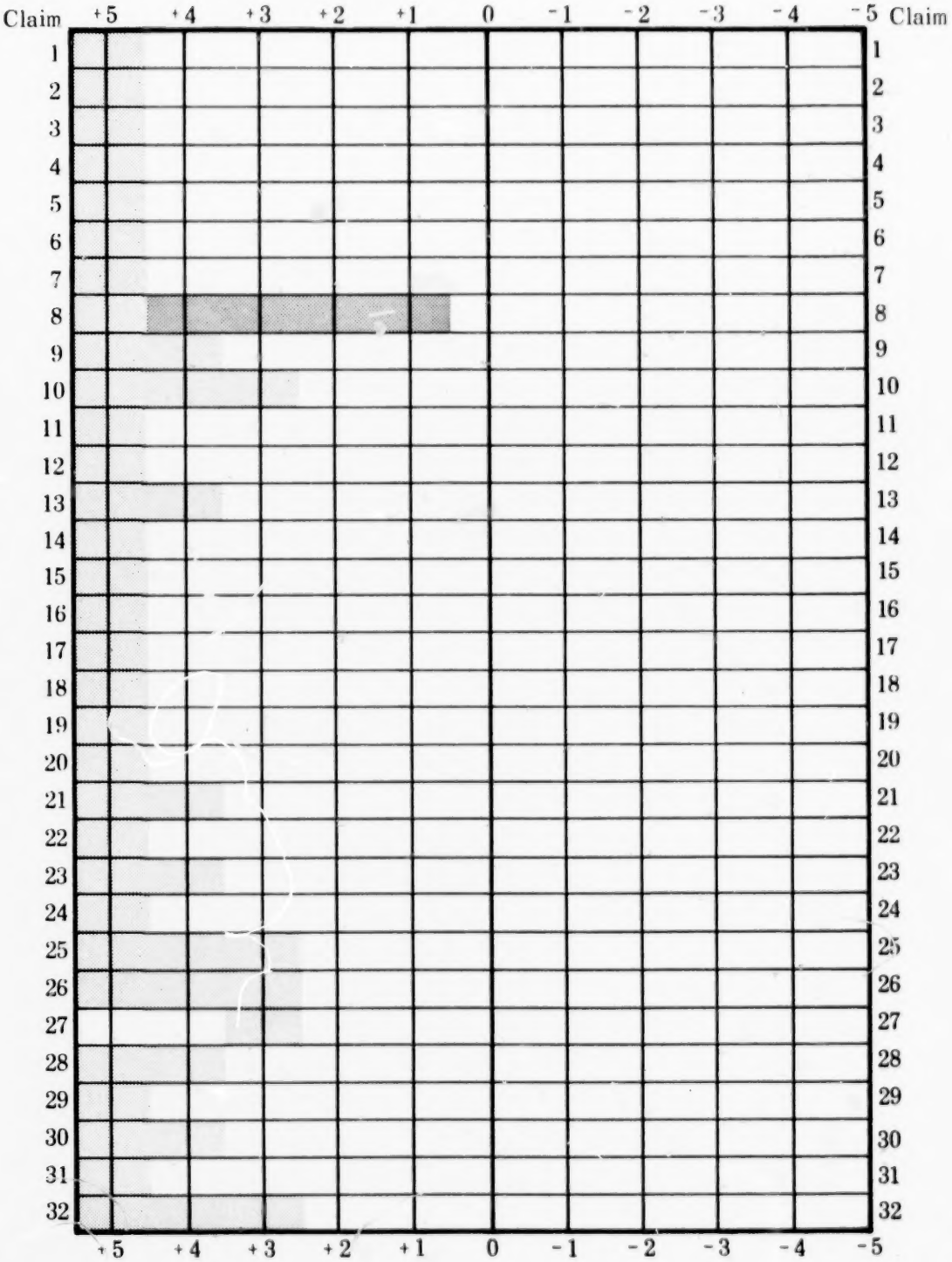
KNOWLEDGE (B) PROFILE KEY SCORING SHEET



COMMITMENT (C) PROFILE KEY SCORING SHEET



PRACTICE (D) PROFILE KEY SCORING SHEET



Interpreting the completed profile graph.

By plotting a personal social studies claims profile, you may have established that there are areas where your views are in significant disagreement with researchers and theoreticians. (The range which theoreticians and researchers deem acceptable is shown by the shaded areas on the profile charts.)

It may now be apparent that while your response to Question A indicated basic agreement with the experts, Questions B, C, and D reveal an important difference in views. In either case, the disagreement warrants investigation.

The procedure for determining the implications of the disagreements is explained in the next section.

Determining an adjusted score for each claim.

You now need to make adjustments for the identifiable distances revealed by the profile charts. To arrive at these adjusted scores you must determine the distance from your raw scores on each particular claim to the normative range established in the key profiles. Remove the Claim Scores sheets (pages 22-24) which are for this purpose.

On the Claim Scores sheets the accepted range of responses for each claim are enumerated in the column "profile score" (these figures correspond exactly to the profile norms). Fill in your answers from the Answer Sheet (page 9) for each item in the column headed "my response."

Figure your "adjusted claim score" (it is the numerical difference between the nearest profile number), and write the answer in the "adjusted claim score" column.

Example: The ideal profile score for a claim item provides a range of +3 to +5. Your response is -2. The distance between the ideal profile's closest score (+3) and your response (-2) is 5. The adjusted "claim score" on that item is 5.

Example: The only acceptable ideal profile score for a claim item is +4. Your response is +5. The distance between the ideal profile's score (+4) and your response (+5) is a total of 1. The adjusted "claim score" on that item is 1.

Example: The ideal profile score for a claim item ranges from +3 to +5. Your response is +4. Your score is within the acceptable range. The adjusted "claim score" on that item is 0.

Upon completing this section you have established an adjusted score for each of the three dimensions (knowledge, commitment, practice) through the self-inquiry procedure. The rest of the instrument requires that you will need only pages 22-24. Reinsert page 9 in its proper place so that you will not inadvertently deal with the wrong figures.

Claim Scores on KNOWLEDGE (B)

(Remove this page from the booklet)

Claim #	Profile Score	My Response	Adjusted Claim Score	Claim #
1.	+4/5			1.
2.	+4/5			2.
3.	+5			3.
4.	+3/5			4.
5.	+4/5			5.
6.	+4/5			6.
7.	+4/5			7.
8.	+5			8.
9.	+4/5			9.
10.	+4/5			10.
11.	+4/5			11.
12.	+5			12.
13.	+4/5			13.
14.	+5			14.
15.	+4/5			15.
16.	+5			16.
17.	+4/5			17.
18.	+4/5			18.
19.	+4/5			19.
20.	+4/5			20.
21.	+4/5			21.
22.	+3/5			22.
23.	+3/5			23.
24.	+4/5			24.
25.	+5			25.
26.	+3/5			26.
27.	+2/5			27.
28.	* +2/4,5			28.
29.	+5			29.
30.	+3/5			30.
31.	+4/5			31.
32.	+3/5			32.

* see page 66, end of first paragraph

Claim Scores on COMMITMENT (C)

(Remove this page from the booklet)

Claim #	Profile Score	My Response	Adjusted Claim Score	Claim #
1.	+5			1.
2.	+4/5			2.
3.	+5			3.
4.	+5			4.
5.	+5			5.
6.	+5			6.
7.	+5			7.
8.	+3/5			8.
9.	+5			9.
10.	+3/5			10.
11.	+4/5			11.
12.	+5			12.
13.	+3/5			13.
14.	+5			14.
15.	+5			15.
16.	+5			16.
17.	+5			17.
18.	+5			18.
19.	+3/5			19.
20.	+4/5			20.
21.	+4/5			21.
22.	+3			22.
23.	+3-5			23.
24.	+4/5			24.
25.	+3/5			25.
26.	+2/3			26.
27.	+2/5			27.
28.	* +2/4,5			28.
29.	+5			29.
30.	+2/5			30.
31.	+4/5			31.
32.	+2/5			32.

* see page 66, end of first paragraph

Claim Scores on Practice (D)

(Remove this page from the booklet)

Claim #	Profile Score	My Response	Adjusted Claim Score	Claim #
1.	+5			1.
2.	+5			2.
3.	+5			3.
4.	+5			4.
5.	+5			5.
6.	+5			6.
7.	+5			7.
8.	* +1/2,5			8.
9.	+4/5			9.
10.	+3/5			10.
11.	+5			11.
12.	+5			12.
13.	+4/5			13.
14.	+5			14.
15.	+5			15.
16.	+5			16.
17.	+5			17.
18.	+5			18.
19.	+5			19.
20.	+5			20.
21.	+4/5			21.
22.	+5			22.
23.	+4/5			23.
24.	+5			24.
25.	+3/5			25.
26.	+3/5			26.
27.	+3			27.
28.	+4/5			28.
29.	+5			29.
30.	+4/5			30.
31.	+5			31.
32.	+3/5			32.

* see page 43, end of first paragraph

SECTION III

DETERMINATION OF INDIVIDUAL PRIORITIES FOR CHANGE

To summarize our progress: You have expressed your level of knowledge, commitment, and practice to several vital claims about social studies education today. Within the areas identified by these claims most demands for change are being heard. By the process of this instrument you have very likely identified some discrepancies between yourself and scholars intimately concerned with these claims. The task is now to allow you to set up a program by which you can rationally attack and close the gap between research knowledge and classroom practice.

Adjusted claim scores on each of the dimensions have been determined; the next step is to rank the claims. This procedure will allow for the establishment of priorities for individual investigation of claims so that you can most expeditiously close the gaps.*

Using the Individual Rank of Claims sheet (page 27) transfer your scores from the "claim score" columns of each of the three Claim Score sheets (pages 22-24) to the appropriate column (B,C,D).

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* The procedure which is outlined in this section is a simplified version providing for some general realizations of gaps in social studies education. This is minimally sufficient. Unfortunately, under this ranking procedure the instrument does not point out the serious problem facing a practitioner high in commitment and low in knowledge about a claim when compared with the relatively less serious problem experienced by the individual who on that same claim is low in commitment and high in knowledge. Both individuals under the system described in Section III will receive identical scores. This is a very serious shortcoming--though it is deemed to be outweighed by the relative simplicity of the scoring system outlined in this section. For those who see the seriousness of the simplified scoring system, turn to Appendix A which may be substituted in lieu of this section. The system in Appendix A gives a more realistic score by which to rank your priorities for investigation and/or re-education.

Add the adjusted scores for each claim together and then multiply the sum by the importance factor (totals can range from 0 to 90).

Ranking can be established by giving highest priority (i.e., "1") to the score which has the highest total. Rank each claim on the basis of its distance from the score established by the people in the field, so that the claim that ranks thirty-second is the one on which you most agree with those in the field. (On those of equal total scores, arbitrarily rank them.)

You have established an individual ranking order on the claims. You are now in a position, through the use of the rest of this inventory, to expediently pursue those claims of highest priority. This will allow for the greatest possible change in the shortest amount of time.

INDIVIDUAL RANKING OF CLAIMS

(B plus C plus D times f)

Claim #	Columns (Adjusted Score) B		D	Importance factor f	Total	Ranking	Claim #
1.	___ +	___ +	___	x 3 =	_____	_____	1.
2.	___ +	___ +	___	x 3 =	_____	_____	2.
3.	___ +	___ +	___	x 3 =	_____	_____	3.
4.	___ +	___ +	___	x 3 =	_____	_____	4.
5.	___ +	___ +	___	x 3 =	_____	_____	5.
6.	___ +	___ +	___	x 2 =	_____	_____	6.
7.	___ +	___ +	___	x 2 =	_____	_____	7.
8.	___ +	___ +	___	x 1 =	_____	_____	8.
9.	___ +	___ +	___	x 2 =	_____	_____	9.
10.	___ +	___ +	___	x 1 =	_____	_____	10.
11.	___ +	___ +	___	x 3 =	_____	_____	11.
12.	___ +	___ +	___	x 3 =	_____	_____	12.
13.	___ +	___ +	___	x 2 =	_____	_____	13.
14.	___ +	___ +	___	x 2 =	_____	_____	14.
15.	___ +	___ +	___	x 1 =	_____	_____	15.
16.	___ +	___ +	___	x 3 =	_____	_____	16.
17.	___ +	___ +	___	x 2 =	_____	_____	17.
18.	___ +	___ +	___	x 2 =	_____	_____	18.
19.	___ +	___ +	___	x 2 =	_____	_____	19.
20.	___ +	___ +	___	x 2 =	_____	_____	20.
21.	___ +	___ +	___	x 2 =	_____	_____	21.
22.	___ +	___ +	___	x 1 =	_____	_____	22.
23.	___ +	___ +	___	x 1 =	_____	_____	23.
24.	___ +	___ +	___	x 1 =	_____	_____	24.
25.	___ +	___ +	___	x 1 =	_____	_____	25.
26.	___ +	___ +	___	x 2 =	_____	_____	26.
27.	___ +	___ +	___	x 1 =	_____	_____	27.
28.	___ +	___ +	___	x 2 =	_____	_____	28.
29.	___ +	___ +	___	x 2 =	_____	_____	29.
30.	___ +	___ +	___	x 2 =	_____	_____	30.
31.	___ +	___ +	___	x 2 =	_____	_____	31.
32.	___ +	___ +	___	x 1 =	_____	_____	32.

After establishing your individual priorities,

GO RIGHT ON

SECTION IV

DETERMINATION OF GROUP PRIORITIES FOR CHANGE

The procedure for determining priorities for groups of teachers is simple. Add together the total adjusted scores on each individual claim for all participants. These are the total scores on the Individual Ranking Sheet--from either page 27 or 88, whichever procedure was followed. Totals from the two scoring systems can be interspersed without serious problem. After getting the grand totals, which may be written on page 29, rank the scores for the entire group by making the first priority (i.e., "1") the claim with the highest number of points.

Group priorities for in-service reeducation should be clearly established by following this procedure.

SOCIAL STUDIES TEACHER GROUP INVENTORY

RANKING OF CLAIMS

Claim #	Adjusted score totals for all teachers	Group Ranking	Claim #
1.	_____	_____	1.
2.	_____	_____	2.
3.	_____	_____	3.
4.	_____	_____	4.
5.	_____	_____	5.
6.	_____	_____	6.
7.	_____	_____	7.
8.	_____	_____	8.
9.	_____	_____	9.
10.	_____	_____	10.
11.	_____	_____	11.
12.	_____	_____	12.
13.	_____	_____	13.
14.	_____	_____	14.
15.	_____	_____	15.
16.	_____	_____	16.
17.	_____	_____	17.
18.	_____	_____	18.
19.	_____	_____	19.
20.	_____	_____	20.
21.	_____	_____	21.
22.	_____	_____	22.
23.	_____	_____	23.
24.	_____	_____	24.
25.	_____	_____	25.
26.	_____	_____	26.
27.	_____	_____	27.
28.	_____	_____	28.
29.	_____	_____	29.
30.	_____	_____	30.
31.	_____	_____	31.
32.	_____	_____	32.

SECTION V

PUTTING SOCIAL STUDIES CLAIMS THEORY INTO CLASSROOM PRACTICE

Dissonance as the Critical Component

A perceptible amount of dissonance about particular claims has probably resulted from the scoring. There should be identifiable discrepancies between the point of your individual classroom knowledge-commitment-practice and the point where people who have the time to look at the larger dimensions of social studies education say classroom transaction should be. The entire self-inquiry instrument has been designed to produce this type of dissonance. The dissonance needs to be raised. A prerequisite for change is for individuals to recognize discrepancies which need correction.

The self-diagnosis process is now at a crucial point. It will be easy to employ various psychological schema to reduce discrepancies the system has identified. Psychologists have uncovered three ways by which individuals reduce or remove a discrepancy. First is to change one's own behavior. Second is to change what is now the reality of the world. Third is to introduce another factor.

This instrument is directed at the first of these possibilities--to change the user in his knowledge, commitment and/or practices. It is the most efficient means to correct current malpractices. The problem is analogous to the person trying to remove a nut from a bolt after struggling for several minutes. He operates on the assumption that he is working with a normal right-hand thread. When told that he has a left-hand thread he will turn it in the newly realized proper direction and immediately remove it. By changing his behavior he easily solved his perceived problem.

A second way to reduce dissonance is for the world outside the individual to change. Thus the individual faced with the left-hand thread arrangement would forever insist that no left-hand threads were developed and never attempt the proper direction. He insists that he is confronted with a stubborn right-handed thread and will continue to tug and pull until he breaks the nut off, strips the threads, or gives up utterly exhausted. Our ability to change external reality is more difficult than our capacity to change inharmonious behavior. It is better for the person faced with the thread dilemma to be prepared to turn the nut in the "abnormal" direction if unsuccessful within a short period in the "normal" direction.

The third possibility is to introduce another factor. The characteristic way of doing this is to rationalize the problem away--give it little importance and say that other factors greatly outweigh it. Therefore we needn't worry about it: "I don't really need to remove that nut anyway."

Those are alternatives you now face in the use of the teacher self-diagnostic inventory.

The Function of the Claim Summaries

As the only one privy to your score it will be easy to say discrepancies don't exist, and forget the uncomfortable experience. There are no built-in guarantees for preventing you or your colleagues from doing just that--we all employ that scheme from time to time. However if critical changes in social studies education are to be made today, we must face squarely up to each discrepancy. Each claim must be investigated for validity so that it can provide groundwork and understanding allowing for the changes which are needed in the classroom.

If the practitioner fails to examine what researchers and theorists are saying, social studies is in greater trouble than even the foremost alarmists are prepared to admit. It is minimally expected that persons will examine the evidence and rationale of each discrepant claim before accepting or rejecting that claim en toto. Uncritical acceptance or personal defensiveness will not aid the self-diagnosis process.

Each claim summary provides three aids to resolve the evident discrepancies identified in the use of the self-diagnosis inventory. Beginning on page 35, each claim is discussed on three dimensions.

I) The first statement is a summary of the claim as the most knowledgeable scholars (e.g., social studies educators, learning theorists, curriculum designers) have reviewed it. Included is rationale for the level of the expected answer and a statement of the significance of the relative importance of that claim.

II) The second discussion gives specific classroom adjustments which can be employed to close the gap between current practice and the empirical/logical best procedure or policy.

III) The last is a bibliographic aid identifying available articles and books which discuss the claim and can become the basis for reeducation.

In the summary for each claim there is little attempt to carry on a dialogue with the reader. The purpose is to summarize the most warrantable position in view of the claim. It is anticipated that the claims will provoke a long, hard look at current purpose and practice in the social studies classroom. The conduct of dialogue should emerge between 1) colleagues who have different perspectives, 2) staff and the books and other media identified in each claim's bibliography, and

3) staff and consultants and/or teacher education instructors who may be employed to help close the gap between individual or staff perceptions and those of persons in the field who take the warrantable position on the claim.

Use your ranking of claims as a guide to the examination of each of the critical claims summarized in this section. By examining each claim you can begin to get some idea of the interpretations, implications, applications and resources for the needed depth examination of those which demand attention. Your success for reeducation is in large part dependent upon this critical examination.

It is obvious that many of the claims overlap. The claim

> "To provide for survival in a world worth surviving in is the only defensible rationale for social studies education."

has implications for

> "Each lesson must be justified in terms of its contribution to the larger rationale of the curriculum."

And the initial claim

> "Most existing social studies programs are adequate--they do what needs to be accomplished"

is implicated in every subsequent claim. Each claim bibliography is limited. A book or article may be listed under but one claim, when it may be appropriate for several. You may find it profitable to examine the bibliography of overlapping claims to establish a more personal bibliography.

Some claims have many books and articles listed--in fact the list may appear so imposing that there is fear in ever getting started. We

have identified by asterisks (*) those books or articles which give an overall sweep of the claim, covering most, if not all, ramifications. The citations identified by asterisks are not necessarily the best or most readable, but they do give either a comprehensive overview, or include a bibliography which will allow for further investigation.

Some claims are catchalls (notably claim 18--"Teachers should use those learning activities and teaching strategies which research indicates result in instructional improvements"). It is obvious that teachers should use those things which research data says will help them, so even though your score may coincide with the normative score, you might do well to investigate the bibliographic citations to discover what research does say.

In some cases a claim is the result of a synthesis of a number of ideas discussed in the bibliography--in a few cases no one citation will fully restate the claim as stated in this self-diagnostic inventory. Some citations are tangential, yet they have direct effect upon the claim. Some citations raise legitimate opposition positions about particular claims.

The overall effort prescribes means by which the user of the inventory will have ready access to useful, helpful material after establishing his set of personal priorities. Regardless of the use of the self-diagnostic inventory, legitimate use of the bibliography of each claim can be made to strengthen knowledge in the area of the specific claims.

1. Claim: Most existing social studies programs are adequate--they do what needs to be accomplished.

I. There is sufficient confirmation to show that social studies must change now and that change must be dramatic in most classrooms. The dimensions for some of the changes can be identified by asking a series of questions about social studies practices.

1. Is the social studies curriculum effectively articulated K-12?
2. Is there a clearly stated rationale for undertaking every specific activity in every classroom?
3. Is the curriculum designed specifically at helping students live full, enriched, rational lives in the twenty-first century?
4. Is the teaching/learning interface based on the very latest in teaching/learning theory and research?
5. Do the social studies classes make any difference to the students?
6. Is the social studies curriculum based on a commonly accepted, specific function toward which all courses are working?
7. Does the student--for example--have to have completed grade three social studies before being able to complete grade four social studies?
8. Is the curriculum based on learner competencies rather than prescribed traditional, disciplinary and/or teacher requirements?
9. Does the student test truth claims?
10. Is the student an active participant in the social studies classroom?
11. Are the objectives for social studies realistic for the student population and are they stated behaviorally?
12. Are the basic skills developed in social studies classes clearly identified?

The answer to each of the questions must be yes. Regardless of how you answered those twelve questions or the initial claim, it is suggested that you examine the readings identified in the bibliography. The claim is fundamental, its investigation provides a rationale for changes you decide to make. The orientation to the inventory stated this claim as its premise, if you marked the statement true you deny the crisis and are faced with much reeducation so that your students' chances to live out their three score and ten are not compromised. Anything less than a +4 rating on the knowledge component of the self-inventory is cause for alarm. The crisis dictates a +5 rating on the commitment scale and a +5 on the practice scale. The claim rates top importance (importance factor of 3).

II. Attitudes, student deployments, types of interactions, curricula in a new social studies classroom are radically different from those found in their traditional counterpart. The teacher assumes the role of learner with the students, the classroom is structured so that interactions are maximized, lectures are conducted only as they provide data which the students can put to immediate use, the use of media, simulations, role-playing bears increased and direct functionality. Students, by the senior high years, will be able to deal with social science data to the same degree that these same students are now able to deal with complex math problems because of improved theory and articulation in math. The change will see education for the learner rather than education at the student.

III.

Allen, Dwight W., "Strategies for Changes" in Allen, Innovations
Allen, Dwight W., "Predicting the Future of Education" in Allen, Innovations
Almy, Millie, "Intellectual Mastery and Mental Health," in Editors, Problems and Issues
Benjamin, Saber-Tooth Curriculum
Brubaker, Alternative Directions
Chesler, Mark A., "School Crisis and Change" in Hart and Saylor, Student Unrest
DeWitt, Charles Maurice, "The Relationship Between Theory and Practice in Elementary School Social Studies" in Herman, Current Practice
*Erlich, Dr. Paul, Eco Catastrophy
*Erlich, Dr. Paul, Population Bomb
Fraser, Dorothy, "The Changing Scene in Social Studies" in Fraser, Curriculum Development
Gross, Reform
Haas, John D., "Whither the Social Studies?" The Social Studies May 16, 1968. Also mimeographed
Herman, Wayne, "How Intermediate Children Rank the Subjects" in Herman, Current Research
Holman, Steve, "Change: A Very Personal Bibliography," mimeographed
Jones, Loretta B. and Richard Wisniewski, "Curriculum Needs of Slow Learners" in Kerber and Bommarito, Urban Crisis
Joyce, Elementary Social Science Education, Chapter 16
Keller, "Needed: Revolution in the Social Studies" in Herbert and Murphy, Structure
Kellum, The Social Studies
King, Spaceship Earth, Chapter 1, 3
Kinney, The Ideal School
*Knox, Survival
Lee and McLendon, Readings, Part 6
Leonard, Education and Ecstasy, Chapter 6, 12
Lester, G. Sidney, "The New Social Studies: A Selected Bibliography and Review," mimeographed
Mayer, American Schools
Marien, Martin, "The Age of Extending Horizons: An Introduction to the Literature of Educational Futures" Educational Technology Vol. 9 (Dec. 1969)
*McGowan, New Directions
*Miel, Shortchanged Children
Postman, Subversive Activity
*Reichart, Change and the Teacher
Rubin, Life Skills
Scobey, To Nurture Humaneness, Part II
Smith, New Strategies, Chapter 1
Tyler, Ralph W., "An Assessment: The Edge of the Future" in Lee and McLendon, Readings

2. Claim: To provide for survival in a world worth surviving in is the only defensible rationale for social studies education.

I. Teachers have increasing difficulty resolving what instructions to undertake. Recent expansion of social science knowledge, identification of cognitive processes, more sophistication about interactions and teacher-learner deployments, as well as time differentials put social studies teaching in a confused state. It is all too apparent that the whim syndrome operates to cause many to use the latest techniques in the same way that students wear the latest clothing fads. There is no examination of the fundamental reasons for the change except that it is "in." The way to make sense out of the confused state is for the teacher to take a hard, long look at priorities and determine what is ultimately the most important function of the schools. By this examination counter-productive content, teaching, and deployment can be eliminated. Scholars are pleading with society that the human race must change now, indeed it may be in such serious jeopardy that extinction is increasingly unavoidable. Unless priorities are reordered and survival is made the foremost consideration, all other goals will be meaningless--catastrophe will result from survival's neglect. The survival crisis requires every teacher to closely examine the claim unless he has a high positive score (+4, +5) on knowledge and commitment, and an absolute high score (+5) on practice. The implications of the claim are of such magnitude that this claim must assume the top importance factor (3).

II. Classes will no longer have the criterion of being history, geography, sociology, etc. Offered courses will be directed at providing the student with intellectual tools and perspectives necessary for survival. They will be directly relevant, whether by use of cognitive skills put to immediate use to order the world about him and/or by the examination of problems whose solution are prerequisite to survival. Other uses of the classroom are dysfunctional. It requires that a clearly stated function for social studies curriculum be established so that every course is very clearly directed at this common rationale.

III.

Arnett, Toward Survival
Barton, "Wingspread Report"
*Bell, Year 2000
Benne, Kenneth, "The Major Tasks of Contemporary Thinking" in Fair and Shaftel, Effective Thinking
Boulding, Twentieth Century
*Erlich, Eco Catastrophy
Fuller, Spaceship Earth
Holt, John, Underachieving School, "Education for the Future"
Kenworthy, International Dimension
Kerner, Civil Disorders
Klohr, Paul R., "Seeking New Design Alternatives" in Frazier, Curriculum
*Knox, Survival
Morgans, Implementation Ideas
Postman, Subversive Activity
*Scriven, Michael, "Education for Survival" in Kinney, Ideal School
Shaver and Berlak, Democracy

3. Claim: <u>There are legitimate alternatives to placing emphasis on subject matter content in social studies</u>.

I. The toughest hurdle in social studies reeducation is for teachers to recognize the basic irrelevance of what takes place in most classrooms. The irrelevance is marked by an orientation toward discipline content. When that content consists of handed down generalities which have no direct application to the lives of the students it is irrelevant. A focus on concept development, skills acquisition, and thinking processes is more realistic and dynamic than the focus on content viewed as its own end. The essence of this claim does much to hold back social studies innovation. Social studies can no longer use obtuse or tautological generalities as its content. The processes used and the attitudes of learners are empirically more important. This claim will knowingly raise havoc with social science disciplinarians who teach at the secondary school, but the data clearly shows the warrantability of the claim. On each of the three scales a +5 is required. The claim is, in total, of top importance (3).

II. The social studies classroom will cease to be a depository where students monotonously restate claims which social scientists and psuedo-scientists have made. It will become an educational center which allows students to process data so they can bring order out of their world. The classroom becomes a dynamic, learner-oriented center dedicated to understanding the social world of their perceptions. One result will be to have cognitive process become a central concern within the content.

III.

Allen, et. al., <u>Inquiry</u>
Becker, Jane, "Organizing the Social Studies Program," in Fraser, <u>Curriculum Development</u>
*Bruner, <u>Instruction</u>
Bruner, Jerome, "Learning and Thinking" in Editors, <u>Problems and Issues</u>
Combs, <u>Professional Education</u>, Chapter 4
Costa, Arthur, et. al., "Unit One: Why Inquiry?" in <u>Inquiry Development</u>
Gross, et. al., <u>Teaching</u>, Part IB
Holt, <u>Underachieving School</u>, "A Little Learning"
*Joyce, <u>Elementary Social Science Education</u>
Massialas and Cox, <u>Inquiry</u>, Chapter 1
Mead, Margaret, "The School in American Culture" in Kerber and Bommarito, <u>Urban Crisis</u>
Postman, <u>Subversive Activity</u>
Suchman, <u>Developing Inquiry</u>
Taba, <u>Teaching Strategies</u>, Chapter 4
*Taba, <u>Curriculum Development</u>, Chapter 12

4. Claim: Social studies is that portion of the curriculum the purpose of which is to make the learner more rational about human behavior and social interaction.

I. One major difficulty in social studies education is the inability of social studies educators to determine what social studies is (e.g., is history properly included? how much? are the behavioral sciences to be included? the humanities? ethnic history?). Descriptive definitions do not solve the problem because they are broadly based, ambiguous statements of what could be included. These fail to offer a focus for what should be accomplished in the classroom. Social studies needs to adopt a functional definition which states the purpose of instruction (i.e., what social studies should do, not what social studies is about). With our crisis for survival, social studies must be directed toward making learners more rational about human behavior and social interactions. Social science disciplines will be incorporated only as they meet the claim criteria, while other knowledge areas, heretofore excluded, may be more effective resources for the social studies classroom. While the claim may cause some dissonance, this definition now appears to be the most warrantable. In the knowledge column a response of +3 is a minimum requirement, the commitment score should have a score of +5 and the practice column should rate +5. It also rates as top importance (3).

II. The adoption of this claim would reorient social studies so much that what is traditionally taught will be excluded (an estimated 90-95%) and some areas which were previously removed from consideration would gain new stature. The new orientation might see students dealing with art, logic, physiology, or kite flying under contextual situations, because they are the things which might best help the student learn to make rational decisions about mankind. Certainly the day where subject matter is taught as an end in itself is ending. The typical lesson would see students engaging problems which have direct applicability to their understanding of man. The criterion of success is the degree to which the students are able to autonomously or collectively deal with human problems.

III.

Drummond, Harold D., "Separate or Merged--Sound Experiences are Vital," in Lee and McLendon, Readings

Engle, Shirley H., "Objectives of the Social Studies," in Massialas and Smith New Challenges and McLendon, Readings

Estvan, Social Studies, Chapter 2

Gross, et al., Teaching, Part IA

*Hunt and Metcalf, High School Social Studies, Chapter 12

*Joyce, Elementary Social Science Education, Chapter 1

Massialas and Cox, Inquiry, Chapter 1

Oliver, Donald W., "The Selection of Content in the Social Sciences" in Editors, Problems and Issues and Shaver and Berlak, Democracy

*Shaver, James P., "Social Studies: The Need for Redefinition," in Social Education, Volume XXXI, No. 7 (November 1967)

Smith and Cox, New Strategies, Chapter 3

Taba, Hilda. "Implementing Thinking as an Objective in Social Studies" in Fair and Shaftel, Effective Thinking

5. Claim: Children are by their very nature inquirers; schools encourage this development.

I. Young children are natural inquirers. It is apparent that contemporary schools do not encourage that natural inclination, rather they destroy it. This is accomplished through the school's basic authoritarian regimen (e.g., assigned seats, speak only when recognized, prescribed daily times for each subject, teacher avoidance of discussing students' feelings). Students which most teachers work with (all except rare individuals beyond the third grade) have been taught to conform rather than to inquire. As a result much effort in the new social studies is to recapture that inquiry spark which is either fading or has been extinguished. Special provisions are being instituted so that students will once again become active inquirers. The claim is a sad commentary on American public education. The attempt to reinstitute the claim requires a +4 or 5 on knowledge, +5 on commitment, and +5 on practice. The alternative is to require students to accept authoritarian and/or mystical explanations for the phenomena they perceive. As a fundamental concern of the new education, the claim has a top importance rating (3).

II. Again the claim calls for a major reorganization of the classroom. It means that students will become the center of the knowledge-accumulating process. The role of the teacher in the classroom will be to aid learners in gaining more accurate perceptions (i.e., data input), help students structure those perceptions (i.e,, methodology of investigation), and propose alternatives so that they may investigate the validity of the claims they make. The role of the teacher, therefore becomes a facilitator (Roger's term) of data and student manipulator in helping each student gain full use of his cognitive processes.

III.

Bruner, Education, Chapter 2
Crary, Humanizing the School, Chapter 4
Crutchfield, Richard S., "Nurturing the Cognitive Skills of Productive Thinking" in Rubin, Life Skills
Estvan, Social Studies, Chapter 13
Fancett, Social Science Concepts, Chapter 4
*Holt, How Children Learn
Holt, Underachieving School, "The Tyranny of Testing"
Holt, Underachieving School, "Teaching the Unteachable"
Kelley, Education for What is Real
*Leonard, Education and Ecstasy, Chapters 2,3
*Postman, Subversive Activity
Rapparlie, Evalyn, "Thinking Power for the Child" Theory into Practice, VIII (June, 1969)
*Rogers, Freedom, Chapter 7
Suchman, J. Richard, "Some New Roles and Goals in Education," in Kinney, Ideal School
Suchman, Developing Inquiry
*Suchman, J. Richard, "The Pursuit of Meaning: Models for the Study of Inquiry" in Bower and Hollister, Behavioral Sciences

6. Claim: Productive classrooms find students involved in a problem, making use of data, and employing the intellectual tools which help them effectively deal with the problem.

I. There are three basic components for learning: interest, data, and cognitive structure. Not many programs or lesson plans make use of all three. Some concentrate on one or two--too many on none. The first dimension calls on one of two strategies: (1) pursue unflinchingly the problems perceived by the students, regardless of their inclinations, or (2) devise a strategy which will get the students turned-on to topics which the teacher feels are important. The latter are variously called "confrontation" by Brandwein, "discrepant event" by Suchman, "openers" by Taba, and "dissonance" by Lester. Each is directed at getting the students to perceive that a problem exists so that they will want to pursue it. The second dimension is access to enough data so that the learners can effectively deal with the problem. The third component is the use of a cognitive system by which the learners can adequately process the data--that dimension entails use of concepts, generalizations, hypothesis formation, Bloom's taxonomy, structure of the discipline, the modes stated in the California State Framework, etc. If classrooms lack any one, they are significantly less than productive. The focus of education is on learning--it follows that education must establish learning situations. Knowledge requires +4 or +5, commitment requires +5 as does practice. The essence of this claim demands a middle level factor of importance (importance factor of 2).

II. To evaluate a potential learning experience, all three learning requirements must be considered. Typically the traditional textbook provides none of the three components. Few of the new project materials overtly provide all three. Consequently the social studies teacher must be prepared to develop the areas of inadequacy. He must seek out the ways of incorporating relevance in every lesson, relating that to the content or data to be studied and include ways of "making sense" or drawing conclusions out of it all.

III.

*Brandwein, General Theory
Cohen, Attitude Change, Chapter 5
Durkin and Hardy, Teaching Strategies
Gagne, Conditions of Learning, Chapter 8
Gross, et al., Teaching, Part II, C-1
*Hunt and Metcalf, High School Social Studies, Prologue
*Joyce, Elementary Social Science Education, Chapter 4
Massialas and Zevin, Creative Encounters, Chapter 5
Miel, Alice, "Social Studies With a Difference" in Jarolimek and Huber, Readings
Morine, Greta, "Discovery Modes: A Criterion for Teaching" in Theory Into Practice, Vol. IX (February 1969). Also mimeographed.
Snygg, Donald, "The Cognitive Field Theory: New Understandings About the Person" in Unruh and Leeper, Curriculum Change
Watson, Goodwin, "What Do We Know About Learning?" Mimeographed.

7. Claim: The most appropriate teacher questions in social studies classrooms are those which help learners ask better questions.

I. Modern social studies demands that teachers quit giving students answers they already have. Teachers must create the environment which allows students to ask questions for which they need answers. It is illogical in today's world for a teacher to waste everyone's time by asking questions to which the answers are already known. It is axiomatic to say that bad questions get bad answers and better questions get better answers. Teachers need to help students to find out how to ask better questions. Students need to know how to ask better questions so they can find out better answers to humanity's dilemmas. Again we are faced with a fundamental change in direction. Knowledge dictates a +4 or above rating, commitment and practice should score +5. The claim has a middle level importance factor (2).

II. There is an advocated sequence which will help teachers attain this claim in the classroom:

1. Teachers must stop giving answers, so that
2. Teachers can start asking better questions, so that
3. Students can start asking better questions, so that
4. Students can uncover better answers.

The accomplishment of this classroom effort will allow today's students to more critically and more accurately look at the world about them, proposing viable answers to the problems they perceive. When students learn how to ask better questions they will have a skill which will have carry-over value into all other areas of their lives.

III.

*Clements, Fielder, Tabachnick, Social Study, Chapter 2.
Groisser, Questioning
Minnis, Questioning Strategies
*Postman, Subversive Activity, Chapter 2
Sanders, Classroom Questions
*Suchman, J. Richard, "Some New Roles and Goals in Education" in Kinney, Ideal School

8. Claim: When students apply the findings of an investigation to specific problems, supporting their positions with analyses, predictions and prescriptions, they operate at higher cognitive levels.

I. This is a summary statement about the present evolution of the new social studies. The movement started out trying to make particular subjects more interesting. The developers soon discovered, however, that the serious deficiencies in social studies were in large part the result of students operating at a low cognitive level. Students were seldom, if ever, allowed to state their own positions and then give systematic support to the position. Indeed most social studies students seldom comprehend the material--they are only able to regurgitate the words of the teacher or textbook. The efforts of cognitive psychologists, who identified and described the more sophisticated levels of thinking processes, have revolutionized social studies instruction. Many are saying that this focus remains too narrow. The proper goal is to use those higher levels to meet more fundamental needs, e.g., test truth claims and make predictions. This claim calls for high levels of response from the understanding and need. The knowledge score needs to be +5, the commitment score at least +3 for all teachers, but the practice score has to be on a sliding scale. Plus one or two (+1, +2) would be acceptable for the primary teacher, in view of the claim as it is stated, while the senior high school teacher should be operating at +5--the intervening levels should operate apportionately. The varying practice scores result because cognitive psychologists have identified that most children cannot do the operations identified in the claim until they are in the fith or sixth grade if they are working with abstract, nonexperiential data. In terms of all the claims in the inventory, this claim rates a low importance factor (1).

II. The typical classroom will cease as a read-recite-regurgitate setting but will demand that students manipulate data themselves so that they uncover its internal consistency and then determine its proper function. It means that the teacher's role will change from one of authoritarian to one of fellow learner, albeit with a broader background.

III.

*Bloom, Taxonomy
*Davis, O.L. and Hunkins, Francis P. "Textbook Questions: What Thinking Processes Do They Foster?" in Herman, Current Research
Educational Leadership, Volume XXVII (April 1970)
Hedley, W. Eugene, "Competitive Debate in Eighth Grade Social Studies" in Brubaker, Innovations
Hunkins, Francis P., "The Influence of Analysis and Evaluation Questions on Achievement in Sixth Grade Social Studies" in Herman, Current Research
Odegard, Peter, "The Social Sciences in the Twentieth Century" in Lee and McLendon, Readings
*Sanders, Questions
Sims, Harry, "Writing in the Social Studies" in Brubaker, Innovations
Taba, Teaching Strategies, Chapter 1

9. Claim: The formal curriculum should be responsive to the immediate concerns and interests of students.

I. It is inconceivable that educators in the 1970's should continue to select content on the basis of traditional or widespread usage. The knowledge explosion and technological changes make that approach obsolete. Students daily come into contact with considerable social studies data for which they seek organization. To restrain the opportunities which the mass media and modern transportation provide because "we have to fight the Civil War" is to compound difficulties for the student. Today's student finds himself as active participant rather than passive observer in the world about him. Social studies needs to educate for that role. Since the student has less experience and knowledge to draw on than his adult counterpart, he must be provided with critical experiences which will have the effect of direct applicability beyond the social studies classroom. It is only by pursuing a curriculum of meaning to each individual that social studies can refute the charge of irrelevancy. Distinctions between disciplines and subjects are arbitrary and the problems students will have to deal with in their lifetime are real, contemporary and interdisciplinary. Social studies would be better off if the present curriculum were eliminated and a new curriculum were instituted which at least met the criteria of being relevant to the students. To continue to teach content for its own sake is destructive. Knowledge score should be +4 or more, commitment +5 and practice requires +4 or above. The importance factor is at the middle level (2).

II. Face value response might seem to indicate that the teacher will have no plan as the school year begins--that is not the implication of the claim. The function of the claim in the classroom will be to anticipate maturity levels and appropriate social concerns of students as related to the apparent social issues of the time. From that beginning it is possible to develop curricula by which students can readily apply their classroom learning to the "real" world. It will mean that major revisions will be undertaken during the year--but that's okay because school is for learners, not grandiose lesson plans for teachers.

III.

Alexander, William M., "Shaping Curriculum: Blueprint for a New School" in Unruh and Leeper, Influences in Curriculum Change

Bugental, Humanistic Psychology

*Combs, Perceiving, Behaving, Becoming

Crary, Humanizing the School, Chapter 1 ("Significance and Relevance")

Educational Leadership, Volume XXVII (February 1970)

*Erikson, Childhood and Society

*Hunt and Metcalf, High School Social Studies, Chapter 8

Kelley, Education for What is Real

*Metcalf and Hunt, "Relevance and the Curriculum" in Phi Delta Kappan, March 1970

Phenix, Realms of Meaning

Tuckman, Bruce W., "The Student-Centered Curriculum: A Concept in Curriculum Innovation" in Educational Technology, Volume IX (October 1969)

10. Claim: Social studies should insure that students are provided with opportunities to observe and become actively engaged in the affairs of the community.

I. The classroom can no longer be a 2 by 4 area (two covers of the book, four walls of the classroom). Learning is not confined to the classroom; the classroom can no longer assume that it is something different from "life." Since social studies is concerned with the social actions of human beings, what happens in the course must be directed at the learner's social world. Historic classroom isolation has compounded the problem when modern mass media and daily direct experiences immerse students in the problems of society as they step out of the classroom. To make use of their real world experiences will counter the forces of alienation which too many feel. Students cannot be confined to a sterile laboratory classroom, though it may provide a place to rationally analyze what they have observed on the outside. Getting social studies out of the classroom is a big step--its basic reorientation requires a critical examination. Knowledge scores require +4 or above, commitment demands at least +3 and practice must rate +3 or above. In terms of the overall importance, this claim ranks at the lower level (1).

II. Social studies requires the examination of the social world--most of the world exists outside the classroom. Field trips to various institutions may be appropriate, a visit to the local nursery school can result in numerous understandings about human behavior, tutorial help by older elementary children or high school students with younger students might be undertaken, the issues of paramount concern to the students need to be critically examined--not in Camelot, but in local neighborhood, U.S.A. That may mean student participation in the PTA, the school board, the school curriculum and evaluation committees, city council, legal defense agencies, police auxiliaries, etc. The school in itself is a laboratory of human interaction open for study. The functioning of committees, student government, etc., within the school provides opportunities for more rational approaches to social interaction. It means unleashing historic restrictions to allow for constructive, active participation.

III.

Barton, The Wingspread Report
Fox, Diagnosing Classroom Learning Environments
Lewis, Oscar, "Approaches to Study" in Clements, et al. Social Study
*Patterson, Citizenship and a Free Society
*Robinson, Promising Practices

11. Claim: A prime purpose of social studies is to develop students who can make critical analyses of enduring and pervasive social issues.

I. A social studies program which does not develop learners who have an understanding and sense of involvement in basic and continuing social problems is indefensible. While the problems of mankind cannot be solved within the four walls of a classroom, that sanctuary does allow for the examination of some crucial ones. The social studies classroom does provide the opportunity to organize the problems so that pertinent information can be sorted out and warrantable solutions proposed. By this strategy learners can begin to have a positive impact upon their contemporary world. The challenge in social studies education is to enable students to solve or resolve problems that man is really faced with, not the study of how man failed to solve those problems in the past. The orientation is toward direct applicability in the outside world. In this connection knowledge scores warrant at least +4, commitment +4 or +5, and practice +5. It rates as having top importance (3).

II. The classroom will be directed toward the students' need for knowledge and understanding of their social environment--that is, their confrontation with problems, dilemmas and issues which begin with early childhood. The selection of concepts and related data will be based in large part on the students' need to know resulting from his observation and his development.

III.

*Benne, Kenneth, "The Major Task of Contemporary Thinking" in Fair and Shaftel, Effective Thinking
Hunkins, Francis P. and Shapiro, Phyllis, "Teaching Critical Thinking in Elementary Social Studies" in Herman, Current Research
Hunt and Metcalf, High School Social Studies, Chapter 1, pp. 13-19
Kelley, Earl, "Teaching Current Issues in the Schools," in Ellsworth and Sand, Social Studies Curriculum
Massialas and Cox, Inquiry, Chapter 1
Merritt, James, "A Study of Sixth Graders' Comprehension of Specially-Prepared Materials on Broad Social Conflicts," in Herman, Current Research
*Oliver, Donald W, "The Selection of Content in the Social Studies," in Harvard Educational Review, Volume XXVII (1957) and Shaver and Berlak, Democracy
Taba, Curriculum Development, Chapter 18
Torrance, E. Paul and Myers, R.E., "Teaching Gifted Elementary Pupils Research Concepts and Skills" in Herman, Current Research

12. Claim: Social studies should allow each student to arrive at value judgments by his own method.

I. There is no claim in this inventory which is more unwarrantable. Social studies design is to have students validate truth claims through scientific procedures. Rather than swapping opinions, which is frequently seen by the classroom teacher as good since it gives dynamic life to otherwise uninteresting class time, students must be led to validate the truth of their claims. To examine for the truth is the implicit, if not explicit, intention of many persons who are having an impact upon social studies education: learning psychologists, social scientists, curriculum developers, epistemologists. It is a serious gap in the educational system when students are allowed to somehow let their life view uncritically emerge as the result of what teacher, father, or friend or other have told them--that's the basis for tyranny. It is combated by a systematic process which gets students to move from a position of unsubstantiated opinion to one of evaluated judgment. The most destructive indictment of social studies education is that students are allowed to get away with opinion swapping. Our national value system has led us to believe that one opinion is as good as any other. That's nonsense. Opinions must be examined in the classroom for the hard data which can be brought to their support. Knowledge, commitment and practice scores for the claim all require +5 status. The importance factor is near the top (3).

II. The claim "People on welfare are lazy" will lost all credibility in the classroom when the child acknowledges that the claim is the result of being handed to him by his older brother. Too often the social studies teacher allows students to give wide-ranging opinions about a particular issue, then allows each contributor to feel that he is equally entitled to the one he possesses. It is that process which develops unswerving robots to an authoritarian system. To avoid blind faith on the part of students to any value or generalization, each claim must be brought clearly into the cognitive domain. This means each claim made by a student must be examined for its warrantability, that is, the degree to which it is supported by empirical data and/or logical procedures.

III.

Bond, David, "The Fact-Value Myth," Social Education, February 1970. Also mimeographed.

Burton, et al., Effective Thinking

Crary, Humanizing the School, Chapter 8

Engle, Shirley, "Decision Making: The Heart of Social Studies Instruction," in Jarolimek and Walsh, Readings, and Lee and McLendon, Readings

*Hunt and Metcalf, High School Social Studies, Chapters 3, 6

Kluckholm, "Variations in Value Orientations as a Factor in Educational Planning" in Bower and Hollister, Behavioral Science

Massialas and Cox, Inquiry, Chapter 7

Miles, Josephine, "The Use of Reason" in Editors, Problems and Issues

Morrissett, Concepts and Structure, Chapters 13-15

*Oliver, Donald W., "Education Citizens for Responsible Individualism, 1960-1980," in Shaver and Berlak, Democracy, and Patterson, Citizenship
*Oliver and Shaver, Public Issues
Raths, et al., Values and Teaching
*Scriven, Value Claims
Shaftel, Role Playing
Smith and Cox, New Strategies, Chapter 4
Stevenson, Charles L., "The Nature of Ethical Disagreement" in Shaver and Berlak, Democracy

13. Claim: The development of self-actualizing individuals is a proper goal for social studies education.

I. Education remains product-oriented. It is so oriented toward mass numbers that individuals get lost in the impersonality of the system. Education in the past several decades has concentrated upon knowledge as though knowledge were education's most important product. New curricula are making determined efforts to have students consciously use cognitive powers to deal with data. Education as it is conceived for tomorrow, must include dimensions of the so-called affective domain to develop students unlike their parents. They will be unlike their parents because they develop cognitive powers, become life-long, self-inquiring learners, appreciate accelerated change, understand themselves and maximize interpersonal relationships. As the area of the curriculum concerned with human behavior, social studies must take an active role, if indeed not actually lead in the development of self-actualizers. The claim is avant-garde in the classroom already oriented toward the latest social studies innovations. While it may be a consideration vaguely pursued in some self-contained classrooms, secondary teachers are too tied up in content to consider helping the individual become a self-actualizer. Schools fail as they fail to give this claim greater importance. In view of its implications, scores should run at least +4 on knowledge, +3 or above on commitment, and +4 or above on practice. The claim demands a middle level importance factor (2).

II. This may be the most difficult claim for execution in the classroom because its accomplishment requires drastic reassessment of what the social studies classroom is all about. The changes envisioned will find the individual child encouraged to develop those characteristics outlined in Section I. It means the teaching roles take on new dimensions. Denying the authority figure role, the teacher becomes a resource person and a provider of experiences in helping each student to seriously and systematically look at himself and his world. It will require positive reenforcement and an open classroom, rather than the prevalent authoritarian, conforming environment. It means that the teacher will at last have to face up to developing the cliched, but legitimate, "whole person."

III.

Bettelheim, Bruno, "Autonomy and Inner Freedom," in Rubin, Life Skills
*Bonney, Merl, "Self-Becoming as Self-Growth" in Theory Into Practice, Volume VIII (June 1969)
Knox, Survival
Leonard, Education And Ecstasy, Chapter 2
*Rogers, Freedom, Chapters 1, 14
*Scobey, To Nurture Humaneness

14. Claim: Teachers must encourage individuality and diversity in their students if they are to be creative, autonomous learners.

I. The authoritarian, conforming classroom environment must cease. While administrative fiat too often decrees law and order first, the function of the school is to allow each child to develop independent skills for examining his world as a contributing citizen. Typically, schools prevent this by their attachment to "right" and "wrong" answers and "A" and "F" grades. The school establishment needs to realize the great harm being done to students--the degree to which schools destroy learning potential. Each teacher by becoming more open, by giving of himself in the classroom, and pursuing the interests of the learners, can help to make the classroom a more humane place. If society is serious when it says that it wants the products of its schools "to think themselves," then this claim requires a +5 on each dimension. Its overall importance puts it at the middle level (2).

II. Teachers will listen to children. Teachers will avoid the mistake of dictating to students about their subjective tastes, but will pursue relentlessly the objective claims made by students. Students will be allowed to sit where they want. Students will be allowed to use data which they find to be appropriate to problem resolution. This in no way suggests that the classroom is a place of chaos. The function of the teacher is to facilitate the learning process of the students...and if that means that the noise level is high, then so be it; if that means that one day they spend the entire day on math, then so be it; if that means that at one time some students are working on spelling, some on the history of Mesopotamia, some on writing a class newsletter, some on a scientific experiment, and some on the strategy they are going to use in the next recess football game, so be it.

III.

Alschuler, Alfred S., "Humanistic Education" Educational Technology, Vol. 10 (1970)
Benjamin, William F., "The Teacher and Learning in the Social Studies," in Jarolimek and Huber, Readings
*Brubaker, Dale L., "Indoctrination, Inquiry, and the Social Studies" The Social Studies, Vol. LXI (March 1970)
Crabtree, Charlotte, "Effects of Structuring on the Productiveness of Children's Thinking" in Herman, Current Research
Crabtree, Charlotte, "Supporting Reflective Thinking in the Classroom" in Fair and Shaftel, Effective Thinking
Cronbach, Educational Psychology, Chapter 15
Grambs, Schools, Chapter 8
Hamilton, Jean F., "Creating a Learning Situation" in Jarolimek and Huber, Readings
Heinrich, June, "Unit Two: Creativity in the Classroom," Teacher Education
Herman, Wayne, "The Relationship Between Teachers' Verbal Behavior and Childrens' Interests in the Social Studies" in Herman, Current Research
Hunt and Metcalf, High School Social Studies, Chapter 6
Jones, Fantasy, Chapter 4, 7
Joyce, Elementary Social Science Education, Chapter 6
*Kohl, 36 Children
Lighthall, Anxiety

MacKinnon, Donald W., "The Courage To Be Realizing Creative Potential" in Rubin, Life Skills
Massialas and Cox, Inquiry, Chapter 5
McAulay, J.D., "Controversial Issues in the Social Studies" in Herman, Current Research
*Rogers, Freedom
Rosenthal and Jacobson, Pygmalian in the Classroom
Rosenthal, Robert, "Teacher Expectation and Pupil Learning" in Overly, Unstudied Curriculum
Skeel, Dorothy J. and Joseph G. Decaroli, "The Role of the Teacher in an Inquiry-Centered Classroom," Social Education, Volume XXXIII (May 1969)
Smith, Creative Teaching
Torrance, Rewarding Creative Behavior
Torrance, Creativity
Wodtkeod, Kenneth H. and Norman E. Wallen, "The Effects of Teacher Control in the Classroom on Pupil's Creativity--Test Gains" in Herman, Current Research

15. Claim: Students should not fail a social studies class.

I. It is time that schools quit putting the burden of fault for ineffectiveness on students. If students get turned-off and thereby "fail," it is the fault of the brow-beating conformance syndrome of the American system school. If a teacher fails a student, it is because the teacher has indeed failed the student: the teacher has failed to make the course relevant, the teacher has failed to give the student the freedom to manipulate the material, the teacher has failed to help the student develop a positive self-image, etc. It is the responsibility of the teacher to see that every student meets specified minimal standards and thereby does not "fail." Knowledge scores should be +4 or above, commitment scores require +5 while practice also requires +5. Its overall importance rates rather low (1).

II. The achievement of this claim requires the social studies teacher to quit relying on mass large group instruction, allowing some students to fall by the way side. It means constant student feedback (e.g., individual conferences, tests) to determine when minimal objectives have been achieved. When individuals or small groups are identified as falling short of goals, then small group instruction and/or tutorial practice (either by teacher, paraprofessionals, or other students) must be undertaken. The classroom must be viewed as a place for learning, not as a room associated with failure.

III.

Gross, Reform
*Holt, How Children Fail
Knox, Survival
McDonald, James B., "An Image of Man: The Learner Himself" in Doll, Individualizing Instruction

16. Claim: Teaching modifies behavior.

I. The claim should be more specific: teaching brings about intended changes in learner behavior. It means parents can teach, peers can teach, dog trainers can teach. Teaching is not restricted to persons holding credentials. Indeed many of these credentialed persons do not "understand" that teaching requires intended changes in learner behavior. "Telling" or "doing your own thing" does not make one a teacher. Since the definition demands intended behavioral changes, teachers must find out whether or not the supposed change has taken place (i.e., obtain on-going feedback). If teaching is to take place, the above must take place. Normative scores dictate +5 on each of the three components. The overall importance is at the top level (3).

II. The claim implies that all those actions called teaching must result in increased interactions between teacher and learner, in order for the teacher to evaluate what has been learned. From this the teacher can plan among available alternatives the strategy and activity which can best increase learning so that the desired outcome is achieved. The rate of learning is entirely dependent upon the rate which each individual student can assimilate. It makes absolutely no sense to "teach" what the students already know, nor to "teach" what the students cannot grasp. Both are counterproductive.

III.

Brandwein, General Theory
Christopolos, Florence and Peter Valletutti, "Defining Behavior Modification" in Educational Technology, Volume IX (December 1969)
*Gagne, Conditions of Learning
Knox, Survival
Kuethe, Teaching-Learning, Chapters 1, 3
Leonard, Education and Ecstasy, Chapter 1
*Taba, Hilda, "Teaching Strategies for Cognitive Growth" in Bower and Hollister, Behavioral Sciences

17. Claim: Teachers should let their own individual styles and personalities be the prime determinants of how they teach.

I. The most efficient teacher strategy employed in the classroom is the one most efficient for the learner. Education is for the learner, not the teacher. The goal is to help learners learn as efficiently and effectively as they can. It is legitimate to have all learners reach their potential. The various teaching strategies employed must be those which help the learners achieve these goals. It may be that inquiry, case studies, open discovery, simulations, brain-storming, lectures, role-playing, induction of concepts, or others may be appropriate on any given day--it is totally dependent upon the particular needs, strengths and weaknesses of the learners. Employ the experience from which the learners can best profit. While particular teacher personality traits may make some strategies more efficient than others, the selection must result from learning effectiveness, not teacher proclivity. The claim calls for a fundamental reorientation in the thinking of most teachers. Its implementation would by itself call for a revolution in education. A score of +4 or above is necessary on knowledge, while commitment and practice require a +5 rating. The overall importance is middle level (2).

II. The teacher will base particular teaching strategies upon that tactic which will get the most mileage from the resources available. Children learn by different means, consequently it is necessary that the teacher know each student so that circumstantial situations will result in a strategy which is maximally appropriate.

III.

Combs, Professional Education, Chapters 3, 8
Cronbach, Lee H., "What Research Says About Programmed Instruction" in Kerber and Bommarito, Urban Crisis
Duvall, Discovery Oriented
*Kuethe, Teaching-Learning, Chapter 6
*Rogers, Freedom, Chapters 2 and 4
Strasser, Learning to Teach
Strasser, Teacher Behaviors

18. Claim: Teachers should use those learning activities and teaching strategies which research indicates result in instructional improvements.

I. As in any occupation where things go along tolerably, the teacher finds that the basic authoritarian nature of the school makes it possible to continue to use the same lesson plans and activities developed many years, even decades, before. It has been predicted however that within the next few semesters high school campuses will find students carrying picket signs citing the failures of particular teachers. The cause for this turmoil will result from teacher reluctance to see their courses and/or instruction as outmoded. Research reveals that all teachers can, and with a minimum of effort, make some changes which will greatly improve their instruction. Certainly doctors will not continue to use aspirin to relieve the symptoms of the common cold after research develops a miracle drug to instantly eradicate it. This claim is a cause for this document: instruction can be improved. Knowledge requires +4 or above, commitment requires +5 and practice demands +5. The factor of importance rates middle level (2).

II. Most teachers fall into particular teaching patterns which they perceive as giving sufficient success. However, because various strategies are more effective for different types of lessons, teachers need to become familiar with and employ the various strategies which research indicates will provide optimum results under particular circumstances.

III.

*Biddle and Ellena, Contemporary Research
Brown, Nongraded High School, Chapter 5
Bruner, Instruction, Chapter 3
*Corrigan, Study of Teaching
Durkin and Hardy, Teaching Strategies
Duvall, Discovery Oriented
*Herman, Current Research
Hunt and Metcalf, High School Social Studies, Chapter 10
Joyce, Bruce R., "Unit Four: Inductive Teaching and Inquiry in Social Studies," in Joyce, Social Studies
Kuethe, Teaching-Learning, Chapter 4
*Lippitt, Ronald, "Innovating Classroom Practices to Support Achievement, Motivation and Ego-Development" in Bower, Behavioral Science
Massialas and Cox, Inquiry, Chapter 3
Massialas and Smith, (eds.) New Challenges
Penix, Findlay C., "Experiments in Method," Lee, Readings
Ruesch, Jurgen and Bateson, Gregory, "A Word About Method," Clements, Fielder and Tabachnick, Social Study
Strasser, Learning to Teach
Taba, Teaching Strategies, Chapter 2

19. Claim: <u>All social studies courses must fit an articulated K-12 scope and sequence established for the curriculum</u>.

I. To develop a truly articulated program there must be agreement among faculty members to carry out the goals and objectives of the curriculum which that department or faculty establishes. For any one member to resist puts the students in a difficult position. The likelihood that they will have difficulties in social situations are compounded. To have an effective curriculum requires a common set of terminologies and skills, as a part of the goals and objectives which are achieved by all students in the K-12 sequence. The claim calls for a high level of collective faculty cooperation to implement an articulated social studies program based on the right content, with the right subject matter, in a sequence which is psychologically and epistemologically sound. The nature of this claim makes the reason for the established profile rather interesting. Knowledge requires a very high response (+4 or +5), commitment requires a +3 or above but with the provision that it is dependent upon a faculty which is oriented toward the claim. The practice score is obviously dependent upon faculty orientation--it requires a +5 for each department member. The importance factor is middle level (2).

II. Given skeletal, though explicit guidelines, teachers will be able to design courses in light of their personalities, backgrounds and students. In effect minimal standards will be established for which each teacher is accountable. Beyond those minimums the individual teacher will be free to provide class experiences which he sees as most beneficial.

III.

Banathy, <u>Instructional Systems</u>
*Becker, James M., "Organizing the Social Studies Program," in Fraser, <u>Curriculum Development</u>
Jarolimek, <u>Elementary Education</u>, Chapter 2
*Miel, Alice, "Elements and Structure: A Design for Continuous Progress," in Frazier, <u>Curriculum</u>
*Taba, <u>Curriculum Development</u>, Chapter 18

20. Claim: Each lesson must be justified in terms of its contribution to the larger rationale of the curriculum.

I. If each and every activity in the schoolroom doesn't logically and systematically focus upon an overall rationale of social studies education, then the curriculum will be confusing to learner, teacher, administrator, and parent. To have a common focus mandates that every minute of every day be consciously directed toward the realization of the rationale. To allow digressions which deviate from the focus does injustice to the preconceived goals established for social studies education. It means that if a digression is important, then the rationale may have to be readjusted, i.e., allow for inclusion of the digression. For social studies to be a dynamic, functional part of the curriculum, it must seek to effect a particular goal or set of goals. Given the crisis of our times which centers on the social dimensions of human activity, the appropriated amount of time in social studies instruction is minimal. Its focus must therefore be very clear. All efforts must be directed toward attaining the goals which have been set. A high score on all three dimensions is imperative (+4 or +5 on knowledge and commitment; +5 on practice). The overall value of the claim ranks it in the middle level (2).

II. The call is for at least a modified system analysis approach for classroom experiences. Curriculum demands that teachers clearly identify terminal performance objectives and establish the steps necessary to achieve the objectives. The process will no longer be to "cover" materials but to directly achieve particular objectives which lead to higher objectives, leading to higher objectives...until the rationale is fully developed. Thus the classroom will achieve a unity of purpose which it presently lacks.

III.

Banathy, Instructional Systems
*Goodlad, Changing School, Section 3
*Joyce, Elementary Social Science Education, Chapter 8
Knox, Survival
Mork, Gordon M.A., "Unit Five: Classroom Management for Effective Instruction," Improving Teaching Skills
Popham and Baber, Instructional Goals
*Preston, Ralph C., "The Philosophy Teacher," in Michaelis, Social Studies in Elementary Schools and McLendon, Readings
Price, Roy A., "Goals for the Social Studies," in Fraser, Curriculum Development
Taba, Curriculum Development, Chapter 22

21. Claim: Of all curriculum areas it is least productive for social studies to establish learning objectives that describe desired student competencies in specific terms.

I. Many teachers see behavioral objectives as either a fad or a conspiratorial plot dreamed up by some combination of bureaucrats, administrators, education's ivory tower types, parents, right-wingers, spooks and/or the deranged. Investigations by cognitive psychologists reveal that social studies teachers are able to specify performance much as the P.E. instructor has been doing for years. By making very explicit the desired outcome, the teacher can be much more specific in the strategies employed in helping students learn. The function of behavioral objectives is to get criteria for success outside the teacher so that the learner can become much more efficient in achieving learning success. Behavioral objectives must be very specific (i.e., written rather than a generalized notion in the teacher's head) and then used most efficiently as organizer for instruction and the basis for evaluating learning outcomes. It is increasingly obvious that learning objectives must be clearly established for all instruction. Consequently the teacher needs to pursue a +4 or above on knowledge, a +4 or above on commitment, and +4 or above on practice. The claim ranks in the middle level of importance (2) among the claims.

II. How do teachers know when students have achieved a desired objective? Only as a specific task the student is to accomplish is clearly spelled out. Each lesson must be established by behavioral objectives which, in most cases, are overtly stated to the student before instruction begins. By that means, students can be aided in direct goal orientation. By knowing specifically what is expected the student can become much more resourceful in his efforts to achieve the goal.

III.

Allen, Dwight, ""Performance Criteria," in Allen, Innovations
Atkin, J. Myron, "Behavioral Objectives in Curriculum Design: A Cautionary Note," in Anderson, et al., Current Research
*Estvan, Social Studies, Chapters 5, 10
Fenton, New Social Studies, Chapter 12
*Kapfer, Philip G., "Behavioral Objectives and the Curriculum Processor," Educational Technology, Volume X (May 1970)
*Mager, Objectives
Norris, Citizenship Objectives
Popham, W. James "Proving the Validity of Arguments Against Behavioral Goals," in Anderson, et al., Current Research
*Price, Roy, "Goals for the Social Studies," in Fraser, Curriculum Development
Taba, Curriculum Development, Chapters 13, 14
Talmage, Harriet, "Unit Two: Instructional Objectives," Improving Teaching Skills

22. **Claim:** A step-by-step task analysis of appropriate learning activities is requisite to effective lessons.

I. A challenge for today's educators is their accountability for "learning" which takes place under their supervision. The day is gone when teachers can blissfully assume that the students walking over the classroom threshold know nothing about the knowledge the teacher has outlined for consumption. Certainly the impact of television, affluence, air travel, etc., make it abundantly clear that students have many more perceptions about the world than they are normally given credit for. The only way to know the level of knowledge which students possess or the cognitive processes they can operate with, or the skills they can bring to bear, is to test the students in some way before beginning instruction. If this is not done, the teacher cannot assess the amount of learning which takes place after a given amount of instruction. Learning takes place only as behavior changes--if the student had the prerequisite behavior before instruction, no learning will occur and that instruction demands omission. The task for the teacher is to program the step-by-step method by which the students can get from their present circumstance to the desired end. It means programming each cognitive input, skill, appropriate thinking process, etc. It is a task virtually unknown to social studies teachers, but it is a requirement for instruction. In light of the limited amount of time that social studies teachers have in helping their charges make order out of the social world they interface, time is critical. It makes no sense to "teach" what students have already learned, nor to begin to "teach" beyond the point where learning can begin. Scores should be +3 or higher on knowledge, commitment level under normal conditions would not require more than +3, but the practice score demands a +5. The claim is rated as of but moderate importance (1) in comparison with the others.

II. It is incumbent upon the teacher to outline very specifically the step-by-step progression which is necessary to get an individual from one learning stage to another. If the student is to know the names of the presidents in chronological order, it is necessary that the teacher identify the tasks which are required to achieve this objective. It means establishing a proper sequence so that chronological order is placed in its correct relationship to spelling names correctly, to knowing where to find information in a book, to having the proper writing implements out. This may be oversimplified, but if we are to help students synthesize an orderly way of looking at the world about them, this type of task analysis requirement by the teacher is mandatory.

III.

Banathy, Instructional Systems
DeCecco, Psychology, Chapters 2, 3
Douglass, Social Studies, Chapter 5
Dressel, Paul L., "The Role of Evaluation in Teaching and Learning," in Berg, Evaluation
*Espich and Williams, Programmed Instructional Materials
*Gagne, Conditions of Learning, Chapter 7
Kaltsorinis, Theodore, "A Study Concerning Third Graders' Knowledge of Social Studies Content Prior to Instruction," in Herman, Current Research

Knox, Survival
*Mager, Robert F. and Cecil Clark, "Exploration in Student-Controlled Instruction" in Anderson, et. al., Current Research
*Mager, Objectives
Mugge, Dorothy J., "Precocity of Today's Young Children: Real or Wishful" in Herman, Current Research
Popham and Baber, Instructional Sequence
Popham and Baber, Systematic Instruction
Rosenbach, John H., Improving Teaching Skills, "Unit Seven: Learning Problems: Diagnosed Improvement"

23. Claim: If students are learning, motivation takes care of itself.

I. Behavioral scientists have determined two basic types of motivation: internal and external. The claim refers to the first of these: the motivation which comes from within the person because it has personal meaning for him. It is the type which enhances the possibility of the individual becoming a life-long, self-inquiring learner who sees personal relevance and satisfaction in the tasks he undertakes. The public schools, however, appear to concentrate on the latter type (i.e., external motivation). Therefore ways are devised to cajole students into doing the tasks the school wants done. These have various forms, but they all require the motivation to be directed by an outside source--grades, honor roll, teacher praise, coach's authority, principal's discipline, etc. Once the threat or praise has dissipated, the motivation is lost. Learning truly takes place when the individual is self-motivated. Knowledge and commitment scores require a +3 or above, while the practice score should be +4 or above. The overall importance of the claim puts it at the low level (1).

II. The basic change this claim dictates is for education to move from sources of external motivation to those of internal motivation. Much of the protest from students today is the demand for "relevancy" in their classes. To be sure the term has become a cliche, but it represents decreased acceptance of someone else's goals in return for an occasional pat on the back. Students are demanding that education be focused on those things which are personally relevant to them. It means that students are to be encouraged to take a legitimate role in determining what they are going to learn. Or it means that the teacher must establish an atmosphere in which the students are confronted with a problem they need to resolve. In either case, the prerequisite is for the students to want to learn, then motivation is self-generating.

III.

Bigge, Learning Theories, Chapter 10
DeCecco, Psychology, Part 3
*Fox, Diagnosing Classroom Learning Environments, Chapter 2
Gagne, Conditions of Learning, Chapter 8
Gilstrap, Motivation
Goodlad, John I., "How Do We Learn?" Saturday Review, June 21, 1969
*Keuthe, Teaching-Learning, Chapter 5
Lippitt, et al., "Innovating Classroom Practices to Support Achievement Motivation and Ego-Development" in Bower, Behavioral Science

24. Claim: Current emphasis on the study of the past should be replaced by a new emphasis on a study of the future.

I. Contemporary social studies curriculum continues to stress what has happened in the past. Students, and their parents, are not interested in yesterday--it's gone forever--but what tomorrow is to be like and what can be done about it. The history oriented curriculum is dysfunctional when students are unable to comprehend history's function and effect until late in their adolescent years--younger persons tend to treat history as mythology since it has no direct, concrete relationship to their lives: the stories may be "nice" but they offer little more. History is properly included only as it helps achieve understandings about the present and future. By focusing upon tomorrow and what our best estimates say it will bring, we can solve potential problems before they develop. A heady proportion of social studies teachers are history majors, that inherited institutional preponderance makes the achievement of this claim difficult. The need for the claim's accomplishment and the anticipated resistance requires extensive reeducation for social studies teachers. Knowledge score requires +4 or +5, commitment score should be +4 or above, and practice score should be +5. The importance factor is at a low level (1).

II. Classrooms can no longer focus upon Christopher Columbus, 2000 B.C., World War I, Babylonian civilization and Galileo, but must be primarily concerned with tomorrow's astronauts, 2000 A.D., World War III, interplanetary civilization, and Angela Davis. Reconstructive planning is the expected outcome. The historical settings which are used can result only as they help students to develop analytic concepts (at least until the tenth or eleventh grade.) At that grade, students can begin to effectively integrate abstractions which begin to allow history to make sense--but even then, the state of society still requires a future orientation.

III.

*Bruner, Instruction, Chapter 2
*Kellum, The Social Studies, Chapters 2, 3
*Shermis, S. Samuel, "Six Myths Which Delude History Teachers," Phi Delta Kappan, Volume 49 (September 1967). Also mimeographed.
Wesley, Edgar Bruce, "Let's Abolish History Courses," in Gross, et. al., Teaching

25. Claim: The proposed California State Social Sciences Framework places its major emphasis on specified subject matter areas.

I. According to the proposed guidelines for social studies in California, a social studies program depends upon three components: (1) the modes and processes of inquiry, (2) the concepts which serve as tools of inquiry, and (3) settings which serve as the content for a given inquiry. As is consistent with the rest of the claims in this inventory, the framework document proposes that the processes and determination of concepts are prerequisite to the accomplishment of the subject matter content. In view of the framework's impending adoption, the claim requires a +5 on knowledge, +3 or above on commitment, and +3 or above on practice. Its overall importance level ranks rather low (1).

II. As described in many of the other claims, the classroom functioning on the basis of the state framework will be a process-oriented, learner-oriented classroom. Its chief feature is that it establishes a common terminology and methodology which has the redeeming feature of being articulated K-12. It establishes guidelines from which faculties, departments, and individual teachers can make deviations to meet the special requirements of their community and student population.

III.

Becker, James M. "Organizing the Social Studies Program," in Frazer, Curriculum Development

Michaelis, John U., "An Inquiry-Conceptual Theory of Social Studies Curriculum Planning," Social Education, Volume XXXIV, (January 1970)

*Michaelis, Framework

26. Claim: Social studies should teach students how to make use of raw social science data, e.g., original documents.

I. The relatively recent development of the behavioral sciences has been cause for much of the knowledge increase in recent years. This impact has resulted in much of the turmoil that social studies education is undergoing. Most new curriculum materials make use, either wholly or in part, of raw social science data. Increasingly citizens need to be able to interpret this data for practical use in their everyday lives. We can no longer afford to hold off decision-making until professionals have examined the data so extensively that it is obsolete before their generalizations are published. Lay individuals must be taught how to make effective use of this type of data. Knowledge scores should be about +3 or above, commitment scores should be +2 or +3, and practice scores should be +3 or above. The claim is at the middle level of importance (2).

II. The recent trend toward primary sources, case studies, and statistical evidence will increase in social studies classrooms, K-12. Traditional secondary sources will become a vehicle through which learners compare their findings with those of scholars. The students will become, in a broad sense, social scientists as they learn formal techniques for handling large amounts of data to solve problems.

III.

*Berelson and Steiner, Human Behavior
Brim, Knowledge in Action, Chapter 7
*Clements, Millard, "The Disciplines and Social Study," in Fair and Shaftel, Effective Thinking
Ellison, Jack L., "Using Anthropological Materials," in Clements, Fielder, Tabachineck, Social Study
Hauser, Philip M., "Social Science Research and the Curriculum," in Shaver and Berlak, Democracy
Hunt, Perspectives
Jarolimek, Elementary Education, Chapter 9
*Joyce, Bruce, "Social Sciencing--What You Can Do," The Instructor, (October 1968)
Krug, Mark M., "Primary Sources--Their Nature and Use in the Teaching of History" in Preston, A New Look
McCune, George H. and Neville Pearson, "Interpretating Materials Presented in Graphic Form," in Carpenter, Skill Development
Moulton, "Using Documents in Junior High School" in Brubaker, Innovations
Muessig and Rogers, Seminar Series
Rogers, Vincent R., "Using Source Material With Children" in Lee and McLendon, Readings and Clements, et al., Social Study

27. Claim: Simulation and role-playing learning experiences lend a dimension of understanding to social problems virtually impossible to achieve through purely disinterested intellectual analysis.

I. A recent social studies development has been to involve learners emotively in social experiences. This is done by having them participate in situations similar to those intellectually under analysis in the classroom. The increase in simulations and role playing techniques are examples of this need for vicarious learning experiences. Each is designed to give students many of the feelings which accompany "real life" situations. These experiences are useful in breaking down stereotypes and prejudices as well as for appreciating the difficulties or circumstances experienced by particular persons or groups or persons. It is psychologically as well as pedagogically sound to provide these kinds of experiences because they provide a greater depth of understanding--though those experiences may still remain at some distance from a direct experience. Legitimately scores should be +2 or above on the knowledge dimension, commitment score should be +2 or above, practice scores should be +3 though no higher. The substance of the claim ranks it at the low level (1).

II. The day of the single textbook is gone. Increasingly the emphasis is to have students experience the circumstances associated with the topic under consideration, allowing for vicarious experiences. Increasingly the social studies classroom is witness to various experimental techniques as an integral part of the subject matter limitations--e.g. role playing, simulations, community involvement, field trips.

III.

Boocock and Shild, Simulations and Games
Cherryholmes, Cleo H. "Simulating Inter-Nation Relations in the Classroom," in Becker and Mehlinger, International Dimensions
Gordon, Educational Games
*Guetzkow, Simulation
Nesbitt, Simulation Games
Sachs, Stephen M., "The Uses and Limits of Simulation Models in Teaching Social Science and History," The Social Studies, Vol. LXI (April 1970)
Sagl, Helen L., "Dramatic Play: A Tool of Learning in Social Studies," in Michaelis, Social Studies in Elementary Schools
*Shaftel and Shaftel, Role Playing
"Simulation in Education and Training," Educational Technology Vol. IX (October 1969)
Smoker, Simulation and Games
*Werner and Werner, Bibliography of Simulations
Yount, David and Paul DeKock, "Simulations and the Social Studies," in Brubaker, Innovations

28. Claim: Students are typically unable to perform certain types of cognitive tasks until rather late in their development (e.g., no historical understanding until high school years, no hypothesis formation of abstract relationships until sixth grade).

I. Until social studies faces up to the warrantability of this claim it will continue to defeat itself in its attempts to deal with important problems students face. To continue to ask a third or fourth grader to take history with the idea that he will be able to understand his study as history is utter nonsense. The place for history--using the dynamic insights it provides--is in the senior high school. Before that time it may be profitable to use historical settings to pursue some investigatable problem which will help the student to understand his own world (e.g., building of concepts, validation of a truth claim), but we delude ourselves to think that he is learning history by his regurgitation of words. Equally, research clearly indicates that children are limited in their ability to form abstract hypotheses until the fifth or sixth grade. While they can state the words of a hypothesis, they are unable to understand the implications of what they have said unless the concepts used are explicit and concrete to the learner's experience. The scores on this claim may need to be higher on all dimensions for elementary teachers than for secondary teachers, though it is an important consideration at all levels. For high school teachers knowledge score should be +2 or above, commitment at +2 to +4 and practice is +4 or above. The elementary teacher profile should look +4 or above on knowledge, +4 or above on commitment, and +4 or above on practice. The claim has a middle range of importance factor (2).

II. Basic concept formation is the major cognitive organizer which children can deal with before the fifth or sixth grade. Focus should initially rest on concepts which the learners can directly experience--either as concretely, manipulable objects or simple direct involvement situations. Once specific concepts are developed the learner may be able to form simple hypotheses, e.g., predicting what will happen to a light if the light switch is turned to the "off" position or what a given marble will do if struck by another marble. Regardless of age, learners must be quite familiar with the concepts under consideration. If the concepts used are even a little too abstract, the student can have no understanding of any implications stated in a hypothesis. History, as such, will not be taught until the tenth or eleventh grade. Historical settings may be appropriate for developing certain concepts, but to use history as an end is unrealistic before senior high school. The elementary classroom must concentrate upon concept development so that as the child is able to synthesize a situation, he has the necessary prerequisites. The claim demands that teachers of all grade levels pay closer attention to what developmental psychologists have found out.

III.

Bruner, Education, Chapter 3
Bruner, Instruction, Chapters 1, 2
Carnmarota, Gloria, "Children, Politics and Elementary Social Studies," in Jarolimek and Huber, Readings
Costa, et al., Inquiry Development "Unit Four: Inquiry and the Individual Learner"
Cronbach, Educational Psychology, Chapter 4
Hanna, Lavone and Hogaman, Neva, "Action Principles from Studies of Child Development" in Lee and McLendon, Readings, and Michaelis, Social Studies in Elementary Schools
*Hess, Political Attitudes
Holt, Underachieving Schools, "The Tyranny of Testing"
Joyce, Elementary Social Science Education, Chapter 7
*Knox, Child Development
Morine, Greta, "Discovery Modes: A Criterion for Teaching," Theory Into Practice, Volume IX (February 1969) Also mimeographed.
Murphy, Lois Barclay and Murphy, Gardner, "A Fresh Look at the Child," Theory Into Practice, Volume VIII (June 1970)
Phenix, Realms of Meaning
*Sigel, Irving, "Concepts, Structure and Learning" in Morrissett, Concepts and Structure
Sigel, Child Development
Sigel, "The Piagetian System and the World of Education," in Elkind and Flavell, Cognitive Development
Watson, Goodwin, "What Do We Know About Learning," Mimeographed

29. Claim: <u>The acquisition of basic concepts is fundamental if social studies learning is to be cumulative</u>.

I. Concepts are the building blocks which humans use to organize the world about them. Traditionally social studies has concentrated on data input for students and failed to help students organize this data in a personally meaningful way. To be sure, vague references are made to "culture," "democracy," "free enterprise," "communism," but studies show that persons have distorted understanding of these concepts, at the very best. It makes no sense to require a student to "learn" the generalization "democracy is better than communism" because it is a meaningless phrase. Too often it can become a catechism which students will uncritically defend. If social studies is to begin to have meaning it must root its development in basic social science validated concepts--and raise the learner's sophistication of each in subsequent years. If a program is not explicitly designed to foster the understarding of concepts, it is reasonable to conclude that the students will get little out of the material. Consequently knowledge, commitment and practice scores all require a +5. The claim has a middle level importance factor (2).

II. Much of the classroom experience for students will be directed at inductive lessons of various types. These will be designed to engage students in comprehending the orientation and dimensions of the various concepts being explained. Thus students will need to look at events over time and location which will help them understand the critical dimensions of the concepts. It may mean that they may examine their own classroom, their family life, historical episodes, contemporary affairs, etc. Notice that the orientation is not from history, geography, sociology, anthropology, or the other "disciplines."

III.

Anderson, et. al., <u>Current Research</u>, Part VI
*Bruner, <u>Thinking</u>
Crary, <u>Humanizing School</u>, Chapter 1 ("Effective Learning as Concept and Development")
Cronbach, <u>Educational Psychology</u>, Chapter 10
Durkin and Hardy, <u>Teaching Strategies</u>, Unit A
Elkind, David, "Conservation and Concept Formation" in Elkind, <u>Cognitive Development</u>
Fancett, <u>Social Science Concepts</u>, Chapter 2, 3 and 5
Glaser, Robert, "Concept Learning and Concept Teaching" in Gagne and Gephart, <u>Learning Research</u>
*Hunt and Metcalf, <u>High School Social Studies</u>, Chapter 4 and 5
*Joyce, <u>Elementary Social Science Education</u>, Chapter 2, 3 and 9
*Morrissett, <u>Concepts and Structure</u>
Ojemann, Ralph H., "How Concepts Develop" in Lee and McLendon, <u>Readings</u>
Preston, Ralph C., "Newer Approaches to Handling the Vocabulary Problem" in Preston, <u>A New Look</u>
*Price, <u>Major Concepts</u>
Senesh, Lawrence, "Organizing a Curriculum Around Social Science Concepts" in Herbert and Murphy, <u>Structure</u>
Spodeck, Bernard, "Developing Social Science Concepts in the Kindergarten" in Herman, <u>Current Research</u> and Lee and McLendon, <u>Readings</u>
Taba, <u>Teaching Strategies</u>, Chapter 3
Taba, <u>Curriculum Development</u>, Chapter 4 and 7

30. Claim: Social studies curricula should teach students to distinguish between data, concepts, generalizations, hypotheses, and prescriptions as they are developmentally able to make these distinctions.

I. Often the literature is confused--certainly the developers of new social studies materials occasionally are--when these terms are used. There is, however, an emerging consensus on their definition and application. Each is a separate tool which the student needs to understand and use. They are building blocks and major floors on which men organize their cognitive world. Findings reveal that these should not be kept as secrets from students. Students should make conscious use of each and realize the appropriate role which each can and should play. They seldom know what cognitive tools they are dealing with. It is important for them as functioning citizens to be able to make and employ the proper distinctions. Knowledge scores require at least +3, commitment +2 or above and practice score +4 or above. The claim's importance factor is middle level (2).

II. A prerequisite for realization of the claim is that lessons be specifically devoted to making the distinctions which distinguish each intellectual tool category. Specific lessons should be directed at understanding the function and purpose of those outlined, as well as others, so that students can effectively use them in organizing their perceived world.

III.

Brodbeck, May, "Logic and Scientific Method in Research on Teaching" in Gage, Handbook
Clements, et. al., Social Study, Chapter 14
DeCecco, Psychology, Chapter 10
Douglass, Social Studies, Chapter 4
Fancett, Social Science Concepts, Chapter 1
Hunt and Metcalf, High School Social Studies, Chapter 2
*Massialas and Cox, Inquiry, Chapter 4
Phillips, Social Research, Chapter 2
Popper, Karl R., "The Hypothetical-Deductive Method and the Unity of Social and Natural Science," in Krimerman, Nature and Scope
*Tanck, Marlin L., "Teaching Concepts, Generalizations and Constructs" in Fraser, Curriculum Development
*Womack, Discovering the Structure

31. Claim: In contrast to traditional methods, inductive and inquiry teaching strategies reduce the number of teacher-student and student-student interactions and transactions.

I. In direct opposition to the claim, inductive strategies demand teacher-student interaction because the teacher attempts to guide the student in organizing his perceptions of phenomena under observation. Inquiry strategies take wide interaction latitudes because of various degrees of inquiry. Regardless of the several forms employed, each requires a great deal more student involvement than the traditional social studies program which has been generally limited to student reading or listening rather than interacting. Interaction procedures have been developed which can aid teachers to develop particular strategies. New social studies direction clearly indicates that students are to become the most active participants in the teaching/learning process. As such, teachers need the perspective of what increased interaction can offer in the classroom. Knowledge score should read +4 or +5, commitment score +4 or +5 and practice score +5. The claim stands at the middle level of importance (2).

II. The use of inductive/inquiry strategies will organize the classroom toward the student. It presents the teacher in the classroom with a different orientation. These circumstances will find the teacher directing and focusing the dialogue rather than giving it. The classroom will see contrast feedback from the students.

III.

*Amidon and Flanders, Role of the Teacher
Fenton, Slow Learner, Chapter 3
Flanders, Ned A., "Teacher Influence, Pupil Attitudes and Achievement" in Herman, Current Research
Flanders, Ned A., "Teacher-Pupil Contacts and Mental Hygiene" in Bradford, Human Forces
Fox, Diagnosing Chassroom Learning Environments, Chapter 5
*Holt, Underachieving Schools, "Teachers Talk Too Much"
Hyman, Teaching
Minnis, Questioning Strategies
*Postman, Subversive Activity, Chapter 3
*Simon and Boyer, Mirrors
Stanford...Program, Micro Teaching
Strasser, Teacher Behaviors
Withall, John and W. W. Lewis, "Social Interaction in the Classroom" in Gage, Handbook

32. Claim: Evaluation data collected from peers, students, parents, and administrators about the performance of every teacher should be made available to the entire faculty.

I. The teaching profession will never improve until teachers are prepared or forced to stack their efforts up against specific criteria. The claim requires the identification of those characteristics of good teaching which are demanded in the modern world. It means that each will be judged on those criteria by everyone with whom they come in contact. By identifying strengths and deficiencies the staff can begin to establish an ongoing series of inservice sessions to remedy their weaknesses. It is ironic that teachers see this as a threat because it smacks of external motivation which we continue to impose upon students yet it provides the basis for self-improvement. While this may not be the single most important claim on the list, it may be the most relevant. Knowledge scores should be +3 or above, commitment at +2 or above and practice requires at least +3. The overall importance factor is low (1).

II. Periodically each teacher will be evaluated by the students, peer staff members, administrators, and parents in an effort for personal and staff improvement. It means the establishment of evaluation instruments which will give explicit feedback which can form the basis for critical self-examination for necessary self-improvement.

III.

*Fox, Diagnosing Classroom Learning Environments
*Mager, Developing Attitudes Toward Learning
McNeil, John D., "Concommitants of Using Behavioral Objectives in the Assessment of Teacher Effectiveness" in Anderson, et al., Current Research
Rogg, Teacher Self-Assessment
Smith and Cox, New Strategies, Chapter 5
*Snow, Robert H., "Anxieties and Discontents in Teaching," in Kerber and Bommarito, Urban Crisis

SECTION VI

BIBLIOGRAPHY FOR SOCIAL STUDIES INVENTORY REEDUCATION

This bibliography provides the full citation for every book cited in the individual claims. In the bibliography twenty books have been identified by asterisks (*) because they are of particular importance. The criteria for this superordinate status is that they give clear enunciation to the dimensions outlined in the social studies teacher self-diagnostic inventory. Generally they cover a wide but scholarly breadth.

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APPENDIX A

AN ALTERNATIVE METHOD FOR THE DETERMINATION OF INDIVIDUAL PRIORITIES FOR CHANGE

This appendix is an alternative to Section III of the self-diagnostic instrument. The system for determining priorities for change is more accurately reflected in this appendix than in Section III. However, since this is a self-diagnostic instrument, it is apparent that some persons get "turned off" if they have to deal with even vaguely complex mathematical computations (e.g., use of a formula which demands more than simple addition skills). The margin for error, both psychologically and mathematically, is greatly increased as the scoring gets more complicated. Therefore, since each individual user does his own scoring, it was deemed better to oversimplify than to have an innacurate diagnosis or no diagnosis at all.

In Section III the user makes simple arithmetical computations and thereby arrives at a general recognition of areas which will provide initial contact for change within the social studies classroom. In that simplified system each of the three components (knowledge, commitment, and practice) are given equal value without taking into account the various interactions which are possible amongst them. A serious question arises in that procedure since some component combinations are more crucial than others. We have included this section to take into direct account some variations of interactions between knowledge, commitment and practice.

To complete this section on determining priorities for change, transfer your scores from the "claim score" column of the three Claim Score sheets, pages 22-24 to the appropriate column of the Alternative Individual Ranking

sheet, page 88. When completed with this task, return pages 22-24 to the booklet.

Critical Factors Operating on the Raw Scores

It is possible to describe a number of different combinations of responses on this self-diagnostic test. There are eleven possible scores on each of the three components and each can be combined with two others. We attempt to concern ourselves here with only the most encompassing generalizations. Consequently we have limited the examination of component interactions to three clearly defined areas.

The first area of concern for the regular scoring procedure is apparent when the test taker has an incorrect answer on a particular claim and a very large numerical distance (i.e., 8 or more) between his answer and the normative answer on any of the component dimensions--knowledge, commitment or practice. That is, he knows, is committed toward, and/or practices at a high level the opposite which the claim warrants. The regular scoring procedure takes care of the seriousness of much of that gap. The regular procedure is not sufficient, however, when the commitment level adjusted score (C) is numerically greater than the knowledge adjusted score (B). It is necessary to get a more accurate score reflecting an individual's higher level commitment to a measure on which he is relatively low in knowledge. In essence he is accepting the claim (or its opposite) as dogma. On the Alternate Individual Rating sheet, page 88, if any adjusted score is five or greater on the knowledge component (column B), and the commitment level (column C) is greater than column B--add to the weighted factor column the numerical distance between the two. (Example--if the B score is 6 and the C score is 8, the weighted factor would be 2.)

A second area of concern is commitment to a claim for which the user has little cognition, whether the claim was correctly or incorrectly marked. That type of response also indicates acceptance as dogma rather than as the result of critical examination. (These two concerns overlap; its seriousness warrants this emphasis.) To add this weighted factor examine the Answer Sheet, page 9, and identify each claim where the numerical score on the commitment level (answer C) is three or more above the knowledge score (answer B). Minus signs are immaterial. In each case add the difference in totals between C and B to the "weighted factor" column on the Alernate Individual Rating Sheet. Example--column C score is 5, B score is 1, weighted factor is 4.

The third critical area of concern results in the "whim syndrome." This situation develops when people practice a claim they have little knowledge about. Again examine the Answer Sheet, page 9, and identify those claims in which the practice answer (D) exceeds the knowledge answer (B) by more than two. Add the numerical difference to the "weighted factor" column if it is three or more. Example--column D score is 5, column B score is 2, the weighted factor would be 3.

By going through these procedures you have established priorities far more realistic in view of the changes which need to be made. Though the ranking of claims which are in need of examination may not be substantially different than if you had used Section III, the numerical adjusted total scores indicate some areas of greater dissonance, requiring a greater sense of urgency.

The following page summarizes the step-by-step procedure necessary in using this section of the self-diagnostic test.

Summary for Alternate Individual Rating of Claims

1. Transpose the knowledge, commitment and practice claim scores from the Individual Claim Score sheets, pages 22-24, to the appropriate columns on the Alternate Individual Rating of Claims, page 88.

2. Use the data on the Alternate Individual Rating sheet. On those claims in which the adjusted claim score on column B is greater than 5 and the number in column C is higher than the number in column B--add the difference of those two columns to the "weighted factor" column.

3. Use the data on the Answer Sheet. On those claims in which the score in answer C is three or more than answer B, add the difference of those two columns to the "weighted factor" column.

4. Use the data on the Answer Sheet. On these claims in which the score in answer D is three or more than answer B, add the difference of those two columns to the "weighted factor" column.

5. Add together all the columns (B, C, D, and weighted).

6. Multiply your column and weighted factor sums by the importance factor for the grand total.

7. Establish your ranking for claim investigation by assigning the highest priority (i.e., "1") to the score which has the highest total score. Rank all the scores through 32 so that the thirty-second ranking is the one closest to the normative scores.

You have established a ranking of the order in which the claims may be most expediently pursued to allow for the greatest possible change in the shortest amount of time.

When you have completed this section, you are completed with the individual scoring. Resume with Section IV, page 28.

ALTERNATE INDIVIDUAL RATING OF CLAIMS

(B plus C plus D plus...times f_4)

Claim #	Columns			Weighted factors			Importance factors	Total	Rankings
	B	C	D	f_1	f_2	f_3	f_4		
1.	___ +	___ +	___ +	___ +	___ +	___	x 3	___	___
2.	___ +	___ +	___ +	___ +	___ +	___	x 3	___	___
3.	___ +	___ +	___ +	___ +	___ +	___	x 3	___	___
4.	___ +	___ +	___ +	___ +	___ +	___	x 3	___	___
5.	___ +	___ +	___ +	___ +	___ +	___	x 3	___	___
6.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
7.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
8.	___ +	___ +	___ +	___ +	___ +	___	x 1	___	___
9.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
10.	___ +	___ +	___ +	___ +	___ +	___	x 1	___	___
11.	___ +	___ +	___ +	___ +	___ +	___	x 3	___	___
12.	___ +	___ +	___ +	___ +	___ +	___	x 3	___	___
13.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
14.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
15.	___ +	___ +	___ +	___ +	___ +	___	x 3	___	___
16.	___ +	___ +	___ +	___ +	___ +	___	x 3	___	___
17.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
18.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
19.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
20.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
21.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
22.	___ +	___ +	___ +	___ +	___ +	___	x 1	___	___
23.	___ +	___ +	___ +	___ +	___ +	___	x 1	___	___
24.	___ +	___ +	___ +	___ +	___ +	___	x 1	___	___
25.	___ +	___ +	___ +	___ +	___ +	___	x 1	___	___
26.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
27.	___ +	___ +	___ +	___ +	___ +	___	x 1	___	___
28.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
29.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
30.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
31.	___ +	___ +	___ +	___ +	___ +	___	x 2	___	___
32.	___ +	___ +	___ +	___ +	___ +	___	x 1	___	___

After establishing your individual priorities,

GO RIGHT ON TO PAGE 28.